

DOCUMENT RESUME

ED 332 085

CG 023 342

AUTHOR Nieberding, Ronald A., Ed.
TITLE In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns.
INSTITUTION Rutgers, The State Univ., New Brunswick, NJ. Office of Student Life Policy and Services.
PUB DATE 89
NOTE 107p.
AVAILABLE FROM Office of Student Life Policy and Services, Rutgers University, New Brunswick, NJ 08903 (\$10.00, quantity discounts).
PUB TYPE Reports - General (140)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Environment; Higher Education; *Homosexuality; *Justice; *Lesbianism; Program Development; Social Attitudes
IDENTIFIERS *Rutgers the State University NJ

ABSTRACT

This report contains the recommendations of the select committee for lesbian and gay concerns for Rutgers University. The executive summary outlines the principal goals and objectives for the university. Section 1 describes an agenda to improve public relations at Rutgers. Bigotry and homophobia are discussed and representative comments from a questionnaire distributed to faculty and staff are listed. A discussion of the history of lesbian and gay people at Rutgers is presented and illustrated through examples of two organized efforts (Rutgers Student Homophile League and its successor, the Rutgers University Lesbian/Gay Alliance). The structure and work of the Select Committee for Lesbian and Gay Concerns is described. Included are the role of the task groups, commissioned surveys, and open forums and public outreach efforts. Other Rutgers University initiatives are also presented. Section 2 contains the recommendations of the select committee regarding: (1) a university-wide coordinator for lesbian and gay concerns; (2) curriculum and academic affairs; (3) student life and services; (4) employee concerns; and (5) university publications. Throughout the report, short segments of information are presented in boxes. These include: what is homophobia; is sensitivity training enough; to report harassment; faculty reading: suggestions for teaching; and true stories: lesbian and gay life at Rutgers. Appendices include supplemental materials and resources. (LLL)

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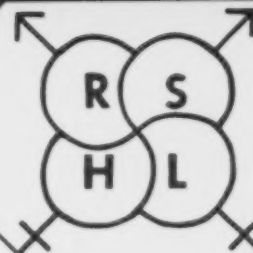
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In Every Classroom



The Report of
the President's
Select Committee
for Lesbian and
Gay Concerns

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THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

In Every Classroom

The Report of the President's Select Committee for Lesbian and Gay Concerns

James D. Anderson
Chairperson

Ronald A. Nieberding
Editor

Office of Student Life Policy and Services
301 Van Nest Hall, Old Queens Campus
Rutgers, The State University
New Brunswick, NJ 08903

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Rutgers University Nondiscrimination Policy

Rutgers, The State University of New Jersey, is firmly committed to a policy of equal opportunity and affirmative action and will implement this policy in accordance with State and Federal Statutes, executive orders, and regulations. This applies to the three major areas of University activity, education, employment, and contracting as follows:

A. It is University policy to make the benefits and services of its education program available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex, sexual orientation, handicap, marital or veteran status. This applies to undergraduate, graduate, and professional schools. Douglass College, however, as a traditionally and continuously single-sex institution, may, under Federal law, continue to restrict college admission to women.

B. It is University policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, sexual orientation, physical or mental handicap, marital, military or veteran status, and to use as a basis for selection in employment only those characteristics which are demonstrably related to job performance or requirements. Where applicants for employment in one of the aforementioned categories are on that account not considered able to meet the bona fide qualifications for employment, the University officer with hiring authority may only act to disqualify them on such a basis with the approval of the Vice President for University Personnel and University

Counsel. This applies to the administration within each employment category of personnel actions such as recruitment, hiring, promotion, training, compensation, transfers, layoffs, return from layoffs, terminations, benefits, tuition assistance, education, and social and recreational programs. In addition, the University will make special efforts to recruit, employ, and advance in employment qualified members of minority groups, women, handicapped persons, disabled veterans, and veterans of the Vietnam era.

C. It is University policy that contractors and sub-contractors performing work or rendering services to the University observe a policy of nondiscrimination and affirmative action in all personnel matters. Further, it is University policy that the maximum practicable opportunity to participate in the performance of University contracts and subcontracts be provided to minority business enterprises.

BE IT ALSO RESOLVED, that the President of the University direct all University Career Placement and Student Employment Offices to continue to follow their current policy of requiring the outside employers who make use of these facilities to affirm in writing that they do not discriminate against any of the categories of applicants set forth in University Regulation 6.4.8. [quoted above]. Where, however, such outside employer believes applicants in any one of the categories mentioned in that Regulation are on that account unable to meet their *bona fide* qualifications for employment, they may continue to use the facilities of University Career Placement and Student Employment Offices if they inform such offices of their policy and the reasons which justify it. Such information should be available to student users of these facilities upon request.

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The President's Select Committee for Lesbian
and Gay Concerns
Office of Student Life, Policy, and Services
301 Van Nest Hall
Old Queens Campus
Rutgers, the State University
New Brunswick, NJ 08903
201/932-7255

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THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

President

New Brunswick • New Jersey 08903

201/932-7454

November 9, 1989

Dear Jim:

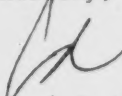
Thank you so much for coming in the other day to discuss the findings and recommendations of the Committee. I am very impressed with the comprehensive scope and the high quality of your report. Please insure that the report is printed and distributed in a way that helps us assure a broad audience within all segments of our University community.

First, allow me to take this opportunity to express my deep appreciation to you and the many members of the University community, students, alumni, faculty, and staff who gave so much of their time and energy to complete this work.

Let me assure you that the report will be received gratefully and will get the careful and deliberate study it deserves. As appropriate, I will ask my colleagues in the central administration, the campus provosts, the deans of the colleges, faculties, and schools, the directors of campus services, student leaders and governing bodies throughout the University to study the recommendations that pertain to them, so that together we can decide on the best approaches for acting on your recommendations.

Again, I extend my sincere thanks to every member of the Committee and its task groups. Your contributions to the University community will have a lasting impact on the quality of our intellectual endeavors and will help us in our effort to advance the common purposes we all share -- a community free of prejudice and bigotry where the rich contributions of all are celebrated and dignity and respect are accorded to all.

Sincerely,



Edward J. Bloustein

Dean James Anderson
School of Communication, Information, and
Library Studies
4 Huntington Street
College Avenue Campus

The Members of the President's Select Committee for Lesbian and Gay Concerns

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9 November 1989

Edward J. Bloustein, President
Rutgers, The State University of New Jersey
Old Queens

Dear Ed,

I am pleased to present to you *In Every Classroom*, the report and recommendations of your Select Committee for Lesbian and Gay Concerns.

You charged us to provide a high-level, visible focus to the issue of discrimination and harassment on the basis of sexual orientation; to advise you and the University administration on the full implementation of the University's non-discrimination policies; to assess current policies and support services; to recommend plans and policies that will reduce the incidents of homophobic activities on our campuses and address the needs of our gay and lesbian community; and to advise you on the activities that will reduce prejudice and improve the climate on our campuses.

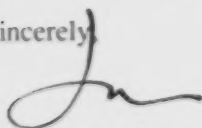
I believe we have accomplished the goals you set for us. In so doing, we contacted every Rutgers faculty and staff member, invited the entire student body to open forums on every campus, convened the leaders of key disciplines, discussed problems and possibilities with student life and service professionals, and gained the participation of scores of faculty, staff and students in the work of our nine task groups. Through campus, state and regional print and broadcast media, we reached out to large portions of our wider community. I am confident that Rutgers University will indeed move toward an intellectual community which celebrates the participation and contributions of its lesbian and gay members, free of prejudice and discrimination on the basis of sexual orientation, if it accepts and implements our recommendations.

It is impossible to list or thank the many individuals who volunteered their time and talents for the creation of this report and its recommendations. The members of the Committee and the conveners and members of our task groups are listed in the report and to them must go a special thank you for their perseverance and dedication to your charge. I am especially appreciative of the support provided by your assistant vice president for student life policy and services, Wm. David Burns, and his staff. Without his unstinting faith in our undertaking I doubt we would have arrived to this point. The lesbian and gay students who raised this issue with you in the first place, within the context of your campaign to advance our common purposes, have earned our deep gratitude. Finally, I must commend Ron Nieberding, the editor of our report. More than anyone else, he pushed us to accomplish more than any of us would have imagined.

I am extremely proud to be part of a university whose president has courageously responded to challenges presented to him. Your commitment to a university that strives to advance our common intellectual, educational, research and societal purposes has been exemplified by the many actions you have already taken as documented by this report. I trust this report will help point the way for our next steps together toward our common goal.

I commend this report to you and to your administration and to the entire university community.

Sincerely,



James D. Anderson
Chairperson



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Executive Summary

Structure and History

Rutgers University President Edward J. Bloustein announced the creation of his Select Committee for Lesbian and Gay Concerns on February 3, 1988. The Committee is part of the University's larger commitment to combatting prejudice and encouraging respect for diversity, known as the Program to Advance Our Common Purposes. The Select Committee was created in response to recommendations made by lesbian and gay students and the Rutgers Sexual Orientation Survey completed under the direction of Dr. Susan Cavin. Both the students and the survey (see Appendices D and J) documented a homophobic atmosphere that the survey's report described as "a vicious, sometimes violent underside to life here at Rutgers."

Chaired by Dean James D. Anderson, the Select Committee is composed of twenty-nine members, including faculty, students, administrators, and alumni. The Committee organized itself into nine task groups and held a total of 71 meetings on the Camden, Newark, New Brunswick, and Piscataway campuses, including three Open Forums. In addition to the Cavin study, which documented homophobic violence, four other surveys were completed: a lesbian and gay student needs assessment survey; a survey of all faculty and staff on work environment and curricular issues; a survey of campus resources and programs available for lesbian and gay students; and a national survey of lesbian and gay programs and projects underway at other colleges and universities.

The Select Committee for Lesbian and Gay Concerns examined a number of areas where the University routinely interacts with students, faculty, and staff in ways which significantly affect the quality of their personal lives, their education, and their work. The Committee examined areas where heterosexism is currently institutionalized, and areas where homophobia, anti-gay violence and discrimination can be aggressively combatted. Our recommendations are made with the assumption that heterosexism and homophobia, like racism and sexism, are long-term problems which demand long-term solutions. As a result many of our recommendations are designed to be implemented over a period of time. However, some key recommen-

dations need urgent action if the University is seriously to oppose and tackle bigotry, prejudice, and discrimination against lesbian and gay people. The following overview summarizes the most pressing recommendations, those recommendations which the members of the Select Committee for Lesbian and Gay Concerns feel need the most immediate and serious action.

Goals of the Select Committee

The Select Committee's work has been guided by four goals or assumptions. They represent the spirit of our work and have guided the drafting of our recommendations. We hope they will guide the implementation and refinement of our recommendations as well.

First and most important, **the University must ensure an environment in which all members of our community, including lesbian and gay students, are able to participate and develop intellectually and emotionally, free from fear, violence, or harassment.** For most students, college is a time of self-exploration, a time when personal identity and independence are solidified and asserted. For lesbian and gay students it is too often a period of personal turmoil and isolation as they come face to face in their daily lives with the ugliness of homophobia and heterosexism. Since a primary mission of the university is to educate its students, it is critical to provide them with the chance to grow and learn in a safe environment free of homophobia and heterosexism. No one—of whatever race, gender, religion, color, national origin, ancestry, age, physical ability, or sexual orientation—should be subjected to physical threats or abuse, academic deprecation or intellectual derision, or to treatment which deprives them of their dignity and humanity. Any community which does not aggressively work to protect its members from the physical, emotional, and intellectual ravages of bigotry and prejudice is a community for which freedom of expression and intellectual integrity are a farce.

Second, **the university needs to promote a respect for diversity among all its members.** It must combat homophobia and heterosexism as an essential part of that effort. Both the bigot and the bigot's prey are injured by prejudice and hate. Both parties lose the opportunity to participate in honest discussion; neither can share their know-

Homophobia: the fear of lesbians and gay men.

Heterosexism: the assumption that everyone is heterosexual; social structures and practices which serve to elevate or enforce heterosexuality while subordinating or suppressing homosexuality.

ledge and insight; everyone's growth and richness of experience is stunted. The bigot's hate is exhausting and depleting for everyone; as Frederick Douglass said, "Slavery enslaves the slave-master as well." A truly exciting intellectual environment is one which celebrates its own diversity and rich complexity, not one which sulks in fear of what it cannot easily understand or what it cannot conquer and make its own.

Third, **the university must ensure equitable and fair treatment for all members of the Rutgers community**—students, faculty, staff, administrators, alumni, and their families. Equity is a central tenet of the American creed, enshrined in our nation's founding documents. Fairness needs to be understood within the context of the diversity and difference which currently exists within our communities. What is often seen as offering the same benefit or service equally to all members of the community may actually be exclusionary when viewed from the perspective of one part of our diverse world. For the university to offer all married couples spousal benefits and claim equality of treatment is to disavow the existence and ignore the history of lesbians and gays who are denied the legal option of marriage in all countries but Denmark.

Finally, **the university needs to encourage research and scholarly debate in the areas of lesbian and gay studies.** Society needs to understand the roots of heterosexism; we need to understand why the assumption of heterosexuality is so pervasive and firmly rooted in our thought¹ and why all forms of same-sex intimacy are so frightening and threatening to so many people. Solving the problems of bigotry will require thorough research and serious scholarship. If lesbian and gay people are to become full participants in public life, society must be allowed to discover the contributions that lesbians and gays have made to science, history, literature, and art; they need creative research which allows them to recover and create the science, history, literature, and art which is their own.

Five Fundamental Objectives for Rutgers

The Select Committee sees five objectives as central to accomplishing its goals. After examining the research and surveys we commissioned, after participating in a University-wide dialogue and numerous meetings, we believe that these objectives provide the best strategy for implementing the principles just outlined. The following five objectives deserve the immediate attention of the University:

1. The establishment of an Office for Lesbian and Gay Concerns with at least one full-time staff person.

A central University Office provided with staff and resources and advised by a committee of faculty, staff, students, and alumnae/i is needed to provide a visible, prominent focus for the long-term work of implementing this report's recommendations. Someone is needed to act as a voice for the issue who is undistracted by other necessary concerns and complicated

"One of the most sweeping reform efforts is under way at Rutgers University, where Edward J. Bloustein, the school's president, has set up a ... committee to seek ways to improve campus life for gay students, faculty members and staff....

William David Burns, an assistant vice president for student life, rebuffed suggestions that Rutgers' efforts might encourage students to be gay. "Nonsense," he said, "By giving gay people some credibility, we are allowing them to be honest."

from "Gay Students a stronger force but a larger target"
The Philadelphia Inquirer, Thursday, May 11, 1989, page E1.

problems which currently confront university administrators; at least one person needs to have ultimate responsibility for responding to specific problems or incidents. At present, responsibility for combatting homophobia is shared by everyone and held by no one. A full-time coordinator would act as a gentle reminder of what needs to be done, what hasn't been done, and what should be done. Also, a professional is needed with the skills, expertise, and time to serve as a clearinghouse for effective strategies and creative programs for change and to prevent duplication of efforts across the university.



From the program booklet of the Rutgers Student Homophile League's Second Annual Conference, "On Gay Culture," held May 5-7, 1972.

¹Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," *Signs*, 5 (1980), 631-660.

2. The creation of incentives for the integration of the "new curriculums."

Scholarship and learning are expanding as new social groups with new experiences, different cultures, and unexplored histories take their place in our public life. Some of the most exciting and innovative scholarship, especially at Rutgers, is interdisciplinary work taking place within such new arenas as women's studies, Africana studies, American studies, and lesbian and gay studies. These emerging areas of scholarship, these "new disciplines," need to be better integrated into our existing teaching curricula and our standard pedagogy.

This can only be done through the allocation of new resources by the university to support and encourage the development of "new curriculums" that are inclusive of not just the lesbian and gay experience, but also of other underrepresented groups. Incentives, such as release time or rewards in the tenure and promotion process, must be created so that faculty members who take time from their current teaching, research, and service to revise the curriculum they teach are not penalized in the tenure and promotion process. Faculty members who are doing creative research in these areas and who are developing inclusive curriculums need to be provided forums, such as discipline-based colloquia, for sharing these advances with their colleagues.

The inclusion of lesbian and gay people in the intellectual discourses of the classroom is crucial to combatting homophobia and heterosexism, since it demonstrates the intellectual and academic legitimacy which lesbian and gay issues deserve.

3. Combatting homophobia through distinct, tailored sensitivity programs.

We must develop programs and educational activities in a variety of formats on homosexuality, lesbianism, bisexuality, and heterosexism on all campuses, particularly for new students during orientation; for students in residence halls, fraternities and sororities; and for faculty, administrators and staff, especially in such areas as health care, campus security, residence life, and counseling — the entire student life area in general.

Anti-homophobia education and training can be integrated into existing anti-bias activities throughout the university, especially as they relate to other forms of prejudice such as racism, sexism, xenophobia, and prejudice

directed towards members of religious or national groups.

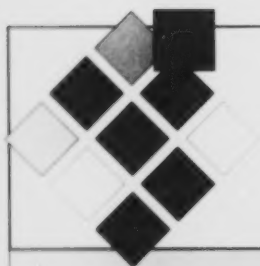
4. The creation of safe space.

All public space at the university should be safe space free of racist, sexist, anti-Semitic, and homophobic bigotry. This is an ambitious project which will take many years to achieve. However, until the time arrives when two women or two men can safely walk arm in arm through campus and show their affection for each other publicly, as so many opposite-sex friends do, we need to create a space where lesbians, gays, bisexuals, and their friends can interact and develop supportive communities. We need to protect the vulnerable for now. We are not suggesting the creation of an exclusive space, just space free from harassment and hostility.

5. Ensure equity in access to benefits and services.

Currently lesbians and gays are denied access to benefits and services which are in principle said to be supplied to all employees. The most egregious and serious example of this exclusion is in the area of employee health benefits. Until the university provides equal health insurance benefits to the domestic partners and children of lesbian and gay employees it is not meeting the requirements of its own nondiscrimination policy.

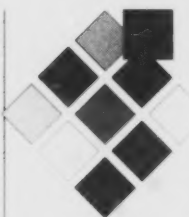
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SECURING THE CONTRIBUTIONS OF LESBIAN AND GAY PEOPLE IN OUR INTELLECTUAL COMMUNITIES



In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns



Joining Our Common Purposes

One Mission of Public Education

American universities are at a frontier as issues surrounding curriculum revision, hate crimes, privatism, and privilege come into intellectual focus, providing us with our nation's moral vision. It is a frontier where civility, intellectual honesty, and free expression meet the ignorant brutality of hate, bigotry, and prejudice. If we are fortunate, the contest developing on the academic frontier will result in a democratic expansion, as new social groups and experiences are allowed to enter the Academy and have their rich voices heard for everyone's enhancement. For twenty years, since the founding of the Rutgers Student Homophile League, Rutgers has been at the edge of the frontier which lesbian and gay people are helping to pioneer at the university.

Rutgers University has a long history of

recognizing and valuing difference and integrating new and emerging groups into its intellectual and communal life. One role of a state university is to help the civic community adapt to change, to help it meet the challenges of social, political, and economic pressures. These challenges range from foreign economic assaults to a changing social and demographic map, from the crisis of war to urban blight and racial tension.

With the creation of the Rutgers Scientific School in 1864 Rutgers became a land-grant college, thereby making a major commitment to transforming the university into a more democratic and diverse institution. As a 1979 report from the minutes of the University's Board of Governors notes:

Access to higher education historically has been a particularly American concern. Initially, America's colleges and universities educated

The Program to Advance Our Common Purposes: An Agenda to Improve Human Relations At Rutgers

In the spring of 1987 Rutgers experienced a series of incidents of bigotry. In response the University's President, Edward J. Bloustein, released "Towards a Pluralistic Community Free From Prejudice: A Suggested Agenda To Improve Human Relations at Rutgers University" and initiated a campaign to promote respect for diversity. Various committees and programs were created including the Committee to Advance Our Common Purposes and the Select Committee for Lesbian and Gay Concerns.

I'm sure we share a concern about the rise in racist and sexist incidents at colleges and universities across the nation. More important, I am sure you will agree, we share a responsibility to help build a university community which is enriched by the contributions of all, regardless of race and gender.

The recent resurgence of bigotry is attributable, in part, to the relative lack of attention to racial and gender equality paid by our national leaders, and by the absence of any national commitment to promote humane values and discourage the self-

indulgence which poses as individualism.... [and] because of our collective failure to fashion sympathetic and understanding relationships with each other. This, no less than overt bigotry and prejudice, continues to limit the fulfillment of our purposes in higher education....

I know you will agree [that] distinction in what we do is inclusive, and that the excellence we seek as an academic community, encompasses distinguished and humane values and relationships, no less than intellectual achievement. We have recently enhanced the quality of our intellectual pursuit; I believe we must now make sustained efforts to articulate and reinforce the humane values which must characterize our academic enterprise....

Cover Letter to Vice Presidents, Provosts, and Deans

Towards A Pluralistic Community Free from Prejudice: A Suggested Agenda to Improve Human Relations at Rutgers

Staff Development

Treating each other with respect and dignity is a necessary condition to achieve a pluralistic community free of prejudice. Behavior which is intended to harm should not and will not be tolerated.

few students; then gradually they opened their doors to an expanding but still limited group; and only most recently, some have sought to accommodate larger cross-sections of society.

America's principal contribution to expanded access to higher education rests in the state university and land-grant college.... Basic to the land-grant concept was the principle of a publicly supported collegiate education for a broad sector of the population.... [it] was to be an institution for all the people of the state. It would combine the best features of the English residential college and the German research university. Liberal arts, applied science and creative research would advance together, with students of differing interests and backgrounds profiting from close association with one another. The University would also take an active part in improving society, serving as an instrument of public service....

Through the spread of such an ideal, American higher education slowly changed from being the exclusive privilege of wealthy young males to include women, minorities, older persons, and

those from a variety of social and economic classes.¹

This commitment continued as the University grew, with the establishment of the New Jersey Agricultural Experiment Station in 1880, the College of Agriculture in 1921, and now Cook College. As the University's Bulletin reminds us "Cook College applies the land-grant concept — the integration of teaching, research, and community outreach — to its broad range of interdisciplinary, problem-oriented programs for the benefit of all New Jersey residents."² In 1945 and 1956 the state legislature officially designated all Rutgers divisions as the State University of New Jersey, further cementing the University's commitment to "higher education as a force for social progress."³

In the second decade of this century, as the women's suffrage movement neared its success and women began to take their place as citizens and full legal participants in our public life, the New Jersey College for Women was created and affiliated with Rutgers. From the begin-

Oftentimes behavior which is not intended to be offensive is offensive and hinders our ability to deal with one another effectively. We can learn how to influence this behavior with staff development.

Extensive staff development programs should be designed, developed and implemented; administration, unions and the Administrative Assembly should work jointly in the program development; staff development activities that have already been planned should be supported; and, funds should be made available to support these efforts.

Student to Student Relations

Students are the real community in residence at our University.... We must do what we can to support their activities to achieve friendships, a sense of the inclusive community, and an appreciation for the larger world and its problems.

Programs to encourage student to student efforts to eliminate bigotry and achieve community should be encouraged....

Research

Of the topics deserving of study by our faculty what could be more important and pressing than the issues of race and gender relations, the promotion of human understanding and the reduction of bigotry? What causes bigotry and what can be done about it?

What conditions underlie prejudice and discrimination?

How and why are our attitudes about one another formed? What accounts for our apparent insularity, our lack of appreciation for the rest of the world?...

To support and encourage this research, it has been suggested that we solicit interest in the development of a special research institute — to have affiliations with all existing programs designed to encourage this study — to provide a focus and a special home for inquires of this nature....

Communications

Rutgers has made great strides in developing written and other communications which are sensitive to a variety of intended readers, and which use language and imagery designed to achieve effectively the intended communication. But we must never cease being concerned about whether what we are saying makes sense to our intended reader or listener, or whether what seems abundantly clear to us — sharing as much time and experience with one another as we do — makes any sense to anyone else. One way to find out is to ask the intended recipients of the message to react. This we should seek to do.

Edward J. Bloustein
September 28, 1987

ning, the College was recognized as a response "to an insistent demand from several sources. Among these must be especially mentioned the interest shown by the women of the state."⁴ To acknowledge those origins, it was renamed Douglass College after the woman who, along with the New Jersey State Federation of Women's Clubs, lobbied for the College's creation. Even today, the aims of the College encourage women "to challenge attitudes and institutions limiting women's roles and to develop a deeper understanding of themselves as individuals."⁵

Following the emergence of the civil rights movement and the urban unrest of the 1960s, Livingston College, "a new and distinctively contemporary-minded college" was created "to prepare future citizens who will be responsive to the problems of our time and who will have the necessary skills to begin the complex task of solving them."⁶ As the College's first announcement stated, "Livingston College will have no ivory towers. It cannot; our cities are decaying, many of our fellow men [sic] are starving; social injustice and racism litter the earth; weapons of awesome destruction threaten our existence.... Livingston has a special commitment to disadvantaged students. This country has not provided equal opportunities to all its citizens and has deprived many of them of their sense of self-worth. This is true of the urban and rural poor and particularly true of Black Americans. We ... commit ourselves to an admissions policy whereby disadvantaged young people with college potential are admit-

ted and helped, with suitable programs, to realize that potential. The college will have much to gain from the presence and activity of this group of students."⁷

The university and our intellectual communities more generally have much to gain from the presence and activity of diverse groups coming together to share honestly. As new groups with new experiences have entered our public domain they have enriched our intellectual life and expanded the university. This expansion needs to continue, for it is part of the ongoing democratizing process that is the core of our nation's history. Like Douglass College, the university as a whole must continually encourage its students and faculty to challenge limiting attitudes and roles. Like Livingston College, all of the university must continually commit and re-commit itself to addressing the pressing needs of the community in which it exists.

The problem of prejudice is one important challenge facing our public life, our democratic aspirations, and our universities. Homophobia is an abhorrent incarnation of prejudice. The challenge that all universities must face is how to educate their students so that they can join together in a political and social community which allows its citizens to respect one another and work together to accomplish shared goals. Bigotry, prejudice-motivated violence, hate crimes, and discrimination destroy the possibility of a true community. Samuel D. Proctor, Martin Luther King, Jr. Professor Emeritus, captured the problem best in his 1989 Commencement Address to the University:

This may be the century of decision, when we all realize that freedom is the best environment for the human condition; and the corollary to this freedom is to recognize the dignity and the worth of all persons, to cultivate the minds of all our youth, and to provide equal, unbiased, unprejudiced opportunity for all to work for, to strive for, to earn equal outcomes.⁸ ■

Resolution in Support of the Program for the Celebration of Our Common Purposes

BE IT RESOLVED, that, in keeping with previously announced policies of this Board which have clearly expressed its abhorrence of the remnants of racism, anti-feminism, and homophobia found on this and other campuses throughout the nation, it now associates itself wholeheartedly with the President of the University in his recent initiative in respect of reasserting the common values which bind us together as a university community, and urges faculty colleagues to join the President, in their role as primary bearers of the University's tradition, in publicly condemning any recent evidences of bigotry on campus.

Board of Governors
Rutgers, The State University of New Jersey
November 13, 1987

¹Board of Governors Minutes, volume 1, 1979, Appendix I, "On the Question of Student Access to the University" prepared by the Office of the Senior Vice President for Program Development, Budgeting, and Student Services, January 1979, pp. 12-13.

²Rutgers Undergraduate Catalogue, 1987-89, p. 212.

³Board of Governors Minutes, 1979, p. 15.

⁴New Jersey College for Women, The State University of New Jersey Catalogue, 1919-1920, p. 18.

⁵Rutgers Undergraduate Catalogue, 1987-89, p. 170.

⁶Livingston College Announcement, 1969-70, p. 3.

⁷Livingston College Announcement, 1969-70, pp. 3-4.

⁸Samuel D. Proctor, "Achieving Excellence and Maintaining Access in American Education," 1989.

CREATING A WORLD WITHOUT FEAR

We live in a world filled with unnecessary fear. Bigotry, prejudice, rigidity in social and gender roles work to create a world, a politics, individual lives rooted in fear, anxiety, and selfishness. Surrounded by seemingly intractable problems such as crime, drugs, environmental pollution, or economic decline, the stress of everyday life has little need for additional fear and hate. But bigotry is a breeding ground of fear. It creates a constant need to look behind yourself, to monitor your neighbor, your co-worker, everyone with whom you come into contact. Bigotry destroys the trust which is necessary for positive public debate, a smoothly functioning, modern and technologically sophisticated economy, and an effective educative process. These are costs borne by everyone, knowingly or not, and they are costs which American society can ill afford to pay.

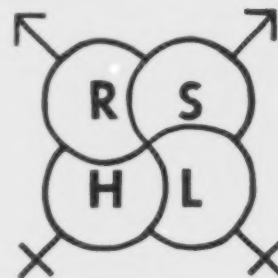
Fear of that which is different, unknown, or other is strongly connected with prejudice. For social scientists and theorists studying gender-based prejudice, especially homophobia, these fears have become a central focus: "...males who are especially rejecting of male homosexuality tend to view male homosexuals as personally dangerous and threatening. The idea that negative attitudes towards male homosexuality are associated with fear has led researchers and the lay public to label homonegative attitudes 'homophobic.'"⁹

An expansive empirical literature has documented a series of relationships between negative or homophobic attitudes towards lesbians and gay men and intolerant belief structures hostile to democratic public life and free intellectual discussion. These include limited social interactions such as lack of "personal contact with lesbians or gay men;" expression of "traditional, restrictive attitudes about sex roles;" "guilt or negativity about sexuality;" and the manifestation of "high levels of authoritarianism and related personality characteristics."¹⁰

Yale social psychologist Gregory M. Herek theorizes that "three major needs appear likely to be met by individuals' attitudes towards lesbians and gay men. First, such attitudes may be *experiential*, categorizing social reality primarily on the basis of one's past interactions with homosexual persons. Second, attitudes may be mainly *defensive*, helping a person cope with

some inner conflict or anxiety by projecting it onto gay men and lesbians. Finally, attitudes may be *symbolic*, expressing abstract ideological concepts that are closely linked to one's own notion of self and to one's social networks and reference groups."¹¹

In explaining defensive attitudes, Herek locates one source of homophobic fear: "Attitudes are likely to serve a defensive function when an individual perceives some analogy between homosexual persons and her or his own unconscious conflicts. Subsequently, that person responds to gay men and lesbians as a way of externalizing inner conflicts and thereby reducing the anxiety associated with them. The conflicts specific to anti-homosexual prejudice



The logo of the Rutgers Student Homophile League from an early brochure.

WHAT IS HOMOPHOBIA?

"What is homophobia, and why is it important for the Rutgers community to acknowledge it and deal with it? Homophobia is the fear of gay men and lesbians ... [and it] is closely allied with heterosexism, or the assumption that everyone is heterosexual, and if they aren't, they should be. Homophobia is also allied with anti-Semitism, racism, classism, sexism, and ageism. The root of all these prejudices is the inability to tolerate difference.

Bigotry and discrimination have no place on a university campus.... We need to put into action the concepts of equal opportunity, equal access and equal treatment as it applies to gay men and lesbians.... Most importantly, in the classroom and, indeed, the entire University workplace, we need to practice inclusiveness: to always assume that 10% of your classroom is gay; to model generic references, such as 'one's partner'; to be prepared to interrupt homophobic slurs and put-downs; to be supportive of openly gay students, faculty, and staff; and to ask for and attend training and development workshops regarding homophobia.

The goal is to come to the awareness and acceptance of the gift that diversity is, and to continue to make Rutgers a better place to learn, to grow and develop, and to work together."

Ann Wilson, chair, Task Group on Ending Homophobia
testifying at the Select Committee's Open Forums
reprinted in the *Livingston Medium*, March 15, 1989, page 1.

presumably involve a person's gender identity, sexual object choice, or both."¹²

Some research has sought to find a physiological link between anti-gay prejudice and the fear associated with more traditionally recognized phobias. One study which used cardiac response patterns as an indicator of fear, reported that "Male homophobics respond to slides of male sexual partners in the same way as spider phobics respond to slides of spiders." The "study support[s] the view that homophobia is an emotional reaction to male-directed male sexuality." However, eliminating homophobia is a process different from eliminating other phobias because of how the concept "homophobia" has been constructed. "The great difference between the unreasonable fear of spiders (or mutilation, snakes, etc.) and fear of homosexuality lies in the assignment of responsibility for such acquired pathologies. Whereas spider phobics typically accept responsibility for their fear and even seek treatment, homophobics do not. To the homophobic it is homosexual men who are 'sick.'"¹³

According to Judy Grahn, "In medieval times the word for *heresy* and the word for *homosexual* were synonymous in several languages. What *heresy* means literally is "choice" (from *herite*). ... Suppression of choice begins with and accompanies the suppression of gay people. We are inextricably bound, historically and politically, with ideas of pluralism, tolerance, multiculturalism, sexual expression and free choice."¹⁴

IN DEFENSE OF DIFFERENCE

The university speaks with many divergent voices. In an attempt to listen to the plurality of opinions, the President's Select Committee for Lesbian and Gay Concerns undertook a number of approaches. First, we held Open Forums on all three Rutgers campuses. Second, we sent a survey to all University faculty and staff.¹⁵ The questionnaire allowed respondents to express their own feelings and opinions in a number of open-ended questions and comment sections. The number of unsolicited comments was overwhelming, much greater than for similar University questionnaires processed by the Office of Institutional Research.

For some, the questionnaire validated the difficult work that they had been doing in their departments and offices to encourage open and

honest discussion and to eliminate racism, sexism, and homophobia.

For others, the questionnaire became an object to attack, a substitute target for their hate, fear or insecurity. One respondent went to great efforts to alter the survey form by replacing the words lesbian and gay with "bestialist"; others stated it directly: "I do not like lesbians or gays!" "I think lesbians and gays are disgusting and should have stayed in the closet." In response to the question "Have you found ways to create an atmosphere in your classroom in which students can feel at ease about their sexual orientation?" a teacher wrote, "No. Gay/lesbians would not be allowed to feel comfortable."

The comments suggest that the survey itself generated homophobic reactions and discussion on the topic: "One employee laughed when s/he received this, another started ribbing a fellow employee about filling this out." "The comments about this survey — the 'ridiculousness' — of it, are indicative of the way gays are treated here. Gay men and lesbians are treated as 'less than' or marginal people."

Other comments raised important questions, honest objections, and thoughtful concerns about the effectiveness of the various policy options and programs suggested in the survey. These comments were serious attempts at engaging the Select Committee and the university in a dialogue on the role of lesbian and gay people in the life of a major state university. We would like to respond to some of the overarching issues that the comments raised. In an attempt to enter a more pluralistic, democratic, and participatory dialogue, though limited and artificial because of the restriction that our written format requires, we have listed representative comments from a number of respondents, grouped the comments by general themes, and then responded to the issues raised.

1. Sexual Orientation is a Private Matter and Should Remain in the Home

"They should leave it at home."

"We experience two lesbian instructors carrying on in the hallway every Thursday. To say the least, it is very disturbing and can make one throw up. It is too bad that undergraduates have to experience this disgusting public show! ... If we have to put up with these people in our society, can't they at least carry on in the privacy of their own homes and not the public hallways of a teaching institution."

"Please be advised that I believe that Lesbian and Gay Concerns are a private matter and should be treated accordingly."

"You don't see people marching around saying, 'I am heterosexual.' I don't believe in abusing people for their choice, but I don't want to hear about it, whether it is homo- or heterosexual."

At the heart of these comments is the question: What is encompassed by the notion sexual orientation, or better yet, what does it mean to be lesbian or gay? Being lesbian or gay is more than just being sexual, just as heterosexuality is more than just sexual desire: the entire spectrum of life experience is connoted by sexual orientation. That spectrum includes both more private matters, such as love, intimacy, affection, emotional and spiritual support, as well as aspects of life that are generally considered issues of public policy and discussion, including the formation and maintenance of households, agreements to combine financial resources and provide mutual support, or the ability to file joint tax returns or receive any of the other legal benefits of heterosexuality. Because these "private matters" have such important economic, social, and emotional functions in our society, they cannot be contained as purely "private" except as a mechanism to limit the rights of lesbians and gay men.

Although we do not want them to be issues for public censorship or state regulation, most "private" matters, such as the expression of affection, often take place in public. Greeting a spouse with a kiss and a hug at the airport after a long absence, holding hands to provide emotional support as you leave the funeral of a parent, dancing with your lover while on vacation to celebrate your 25th anniversary — these are all activities which are accepted as part of everyday life. No one wishes to forbid these small, public displays of emotional support which are so central to human happiness. Unfortunately, for many lesbians and gay men such simple acts of emotional support and love become either moments of censorship and denial, or are labeled a "disgusting public show."

The issue of two "instructors carrying on in the hallway every Thursday" should not be regarded as an issue of sexual orientation, but of what constitutes appropriate behavior. The same standards of behavior concerning displays of affection should be applied to all individuals, regardless of their sexual orientation. Once provided equal treatment and equal respect there will

be no need to march around saying "I am a lesbian." People protest injustice, they don't choose to be its victim. There is no benefit in being assaulted with comments like "lesbians and gay are disgusting and should have stayed in the closet." The choice is either to accept discrimination and remain an object of bigotry or to confront the problem.

2. Sexual Orientation is a Personal Matter, Not a Work Matter

"I don't talk about my sexual preferences at work! That's a private personal matter, not a work issue!"

"His/her sex life should be kept away from the workplace! I give my best that I was hired for, work for my money! All faculty, staff, students should do what they are suppose to do at Rutgers: Teach, work, study! and mind their own business!"

"What does 'open' mean? For that matter define discrimination and harassment? Sexual orientation is unrelated to the work environment. If flaunted, a reaction would occur because it is inappropriate behavior."

What are work issues? Is placing a picture of your spouse on your desk a work issue? Is receiving equal spousal benefits a work issue? Anything which seriously affects the quality of work performance or compensation received becomes a work issue. Prejudice compromises the ability of employees or students to work effectively and productively. Employees forced to cope with co-workers who exhibit irrational and bigoted behavior are unfairly limited in their ability to contribute to the team effort. The bigoted employee is also limited in what he or she can contribute to any team effort. Irrational fear or hate limits an individual's ability to listen and learn, contribute to and connect with the work being undertaken.

Productivity, especially the intellectual productivity required by an educational institution, is heightened by the creation of a comfortable, collegial, and inviting atmosphere. This is why it is acceptable to place a snapshot from your vacation on your desk or discuss the difficulty of obtaining a mortgage. Fundamentally the issue being raised is again one of equal treatment.

"If you are not personally free to be yourself in that most important of all human activities — the expression of love — then life itself loses its meaning."

Harvey Milk

Openly gay
San Francisco
City
Supervisor,
assassinated,
1978.

3. Sexual Orientation is a Personal Matter, Not an Academic Topic

"I don't feel that it is an issue that surfaces or should surface in the academic community."

"Sex does not belong in the office and most classrooms, work performance and activities are neutral."

"As far as I'm concerned, it is none of my business. A person's sexual orientation should have nothing to do with classroom activity, unless it specifically addresses gay/lesbian issues."

Sociology is the study of human relations, the beliefs and interrelationships governing societal groups. Political Science examines workings of power. Psychology investigates mental and emotional processes. Surely, whatever prompts the fear and violence inherent in all forms of bigotry is a topic of importance for all social sciences. The interdiction which lesbian

and gay people have historically faced is an expression of power. And love, in all its forms, is one of the emotional processes which psychology must explain if it is to fulfill its mission. To study literature, music, art, or any creative process we need to examine what inspires it, what shapes and affects art's genius. Any attempt to examine the work of Gertrude Stein, Oscar Wilde, or Audre Lorde without exploring the ramifications of homophobic repression, the influences of their sexual identity and self-understanding, or their primary emotional relationships will be a limited, if not a misguided, scholarly effort.

Areas of scholarship which were once considered impermissible or illegitimate have become ground-breaking, resulting in the expansion or creation of new disciplines, methodologies, or approaches. Here at Rutgers, for example, one of the most creative areas of research is the result of the integration of gender as a category of study. Gender studies and feminism have raised important questions for scholars, often forcing the re-examination of many of our most central categories and concepts, such as subjectivity, identity, and nature. The expansion of gender studies to include issues of sexual orientation is already producing some of the most innovative discourse at Rutgers. The work of interdisciplinary efforts such as the Rutgers Center for Historical Analysis and the Center for the Critical Analysis of Contemporary Culture has demonstrated the value of lesbian and gay studies, as well as the need for its broad-based integration into an interdisciplinary curriculum.

According to studies by Kinsey and others we can assume that about 10% of any statistically average classroom will be composed of lesbian and gay students. They have the right to have their history made visible, to have their experiences theorized. For example, to have a discussion of the marriage contract in a legal seminar and not mention that lesbian and gay couples are excluded from the obligations and benefits which accrue to a legal marriage is to distort the effects of our legal system. It limits the effectiveness that those students, once they become lawyers, will have for their lesbian and gay clients.

"RU homosexuals: a matter of rights

When the Rutgers University Lesbian/Gay Alliance addressed a letter, signed by co-presidents Dan Kaufman and Susan Billmaier, on Nov. 9 to University President Edward J. Bloustein, a disturbing sort of footnote appeared at its end. It read: "This letter was signed by 24 members of the Rutgers University community, and 'many, many more members of the RULGA who, out of fear, are unable to sign their names.'" That speaks quite clearly of the dilemma facing homosexuals on campus today: in trying to assert their rights, lesbians and gays must deal with the bleak prospect of verbal and physical harassment. And even their day-to-day existence is all too frequently pocked by slurs and vandalism, threatening phone calls and pig-headed graffiti....

RULGA has seized the opportunity of President Bloustein's "human rights" push to further the goals of homosexuals at the University. The organization outlined several corrective steps for Rutgers to take, "a bare minimum of what is required to begin to produce an atmosphere of acceptance and support." Considering the breadth of the problem — which here has included everything from assaults to epithets — they do not seem overly demanding."

Editorial, *The Daily Targum*
November 24, 1987, page 10.

4. Lesbian and Gay Issues are Not Relevant to all Disciplines

"This is not of immediate concern of a physical science course."

"Are you suggesting integration of gay/lesbian issues into a curriculum in Chemistry? Mathematics? The point is that in too many areas

sexual orientation is simply irrelevant."

"I am a T.A. in Biology. I have never had the opportunity to bring up the issue in my class. Since there is no evidence (that I know of) to clearly indicate that homosexuality is biologically derived, bringing up this subject in one of my classes would seem contrived."

The ways in which pedagogy interacts with the lesbian and gay experience are not always readily apparent. In political science, history or literature, the need to address lesbian and gay politics, history, or literature is more apparent, but what about in a foreign language class? In a foreign language class students are often asked to talk about, or write about, their lives outside of the classroom or to role-play in order to practice conversation in a variety of everyday situations. When directing "personal" questions to students and when assigning roles for conversational practice, most teachers will avoid gender or ethnic stereotyping. Most people would be offended if every drill had Frau X cooking dinner or cleaning das Haus while Herr X went to das Büro to work. A sensitivity to sexual orientation also needs to be developed. For example, it cannot be assumed that all students date or marry members of the opposite sex. A test question which asks a gay student to describe the last time he went dancing might become unnecessarily distracting as he tries to determine which article to use or how to modify the noun — should it be masculine or feminine, der or die — the "correct" way or the honest answer?

For both teachers and students, the creation of an open dialogue in the classroom should be a primary goal. True debate requires a great amount of effort and preparation for both the teacher and the student. If the classroom is to be the site of a debate in which everyone can participate, then disagreement will need to be accepted and the diversity of students' experiences will need to be respected. Students and scholars need to be given permission to include diversity in their research, writing, and discussions. Permission means encouragement and support from teachers; department chairs; admission, dissertation, and tenure committees; review and editorial boards; and funding sources. It also means taking more subtle actions, such as discouraging offensive humor, challenging biased or stereotypical comments, and communicating that you are not afraid or threatened by the topic.

Even in disciplines where homosexuality is not a topic of study, lesbians and gay men have

made significant contributions to the discipline and it would be appropriate to mention the contributions of lesbian and gay people, such as Alan Turing in computer science or John Maynard Keynes in economics.

5. Criticisms of Gay and Lesbian Studies.

"I find this ridiculous! What would someone do with such a major!"

"I'm afraid that only gays and lesbians would do these programs. It's homophobes who need exposure to other 'life-styles.'"

"These concerns would make much more sense if linked with sexism and misogyny — which are problems in this area. As far as I know, all (or almost all) gays and lesbians are in the closet."

"I do not see any reason why lesbian/gay studies should be considered a specific field (Can Hitler studies be far behind?); and I think it would cause the University a great deal of trouble."

In recent years Rutgers has become one of the leading intellectual centers of both gender studies and lesbian and gay studies. Often interdisciplinary in nature, creative work in lesbian and gay studies is breaking traditional academic boundaries. This past semester alone has witnessed a number of examples: Ed Cohen of the Department of English presented the paper "Are We (Not) What We are Becoming? 'Gay' Identity," 'Gay Studies,' and the Disciplining of Knowledge" in September 1989 to the The Gender Group, a faculty colloquium of the History and English Departments as well as the paper "Legislating the Norm: From Sodomy to Gross Indecency" as a fellow of the Center for the Critical Analysis of Contemporary Culture. The Rutgers Center for Historical Analysis' first major conference, *Constructing Masculinities*, includes the panel "Remaking Gender: Strategies of Self-Representation in Lesbian and Gay Culture." The Center has also given senior and post-doctoral fellowships to Linda Dowling for her work on "Hellenism and Homosexuality in Victorian Oxford," and George Chauncey for his work on "The Sisters and Their Men: Male Homosexual Practices and Identities in Working Class New York 1890-1930."

Since lesbian and gay studies are by their very nature interdisciplinary, the Select Committee has not made the creation of a Lesbian and Gay Studies Department a major focus.

In recent years Rutgers has become one of the leading intellectual centers of both gender studies and lesbian and gay studies.

Faculty Reading: Suggestions for Teaching

The Survey of All Faculty and Staff (see Appendix F) included an open-ended question which asked teaching staff to list "any articles, books, etc. about the lesbian or gay male experience that you have found helpful in addressing these issues in your teaching." Here are a few of their suggestions:

Altman, Dennis. *The Homosexualization of America, The Americanization of the Homosexual*. New York: St. Martin's Press, 1982.

Avicoli, Tommi. "He Defies You Still: the Memoirs of a Sissy." *Radical Teacher* #24 pp. 4-5. Also in *Men Freeing Men*, Francis Baumli, ed. Atlantis Press.

Boswell, John. *Christianity, Tolerance and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*. Chicago: Chicago University Press, 1980.

Clarke, Cheryl. "Of Althea and Flaxie" *Narratives: poems in the tradition of black Women*. New York: Kitchen Table: Women of Color Press, 1982.

Cruikshand, Margaret, ed. *Lesbian Studies: Present and Future*. Old Westbury, NY: Feminist Press, 1982. Includes the article "Sample Syllabi from Courses in Lesbianism."

De Beauvoir, Simone. *The Second Sex*. New York: Vintage Books, 1952/1974. Includes the chapter, "The Lesbian."

De Lauretis, Teresa. *Technologies of Gender: Essays on Theory, Film and Fiction*. Bloomington: Indiana University Press, 1987. Also *Alice Doesn't: Feminism, Semiotics, Cinema*.

D'Emilio, John. *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*. Chicago: University of Chicago Press, 1983.

Dinnerstein, Dorothy. *Mermaid and the Minotaur: Sexual Arrangements and Human Malaise*. New York: Harper and Row, 1976.

Dover, Kenneth J. *Greek Homosexuality*. Cambridge, MA: Harvard University Press, 1978.

Duberman, Martin Baumli. *About Time: Exploring the Gay Past*. New York: Gay Presses of New York, 1986.

Faderman, Lillian. *Surpassing the Love of Men: Romantic Friendship and Love between Women from the Renaissance to the Present*. New York: William Morrow, 1981.

Foucault, Michel. *The History of Sexuality: Vol. I: An Introduction*. Translated from French by R. Hurley. New York: Pantheon, 1978.

Fricke, Aaron. *Confessions of a Rock Lobster*. Boston: Alyson Publications, 1981.

Grahn, Judy. *Another Mother Tongue: Gay Words, Gay Worlds*. Boston: Beacon, 1984.

Grier, Barbara. *The Lesbian in Literature*. 3rd ed. Tallahassee: Naiad Press, 1981.

Herdt, Gilbert. *Guardians of the Flutes: Idioms of Masculinity*. New York: McGraw-Hill, 1981.

Leavitt, David. "Territory" in *Family Dancing*.

Lorde, Audre. *Zami: A New Spelling of My Name*. Trumansburg, NY: Crossing Press, 1983.

McDaniel, Judith. "Is There Room for Me in the Closet?" in *Gendered Subjects: The Dynamics of Feminist Teaching*, Culley and Portuges, eds. Routledge and Kegan Paul, 1985.

Moraga, Cherrie, and Gloria Anzaldúa (eds.). *This Bridge Called My Back: Writings by Radical Women of Color*. Watertown, MA: Persephone Press, 1981.

Morrison, Toni. *Sula*.

Narayan, Uma. "Working Together Across Differences," in *Social Work Processes*. Also in *Hypatia*, Summer 1988.

Newman, Leslea. *A Letter to Harvey Milk*. Ithaca: Firebrand Books, 1988.

Plato. *The Symposium*.

Pratt, Minnie Bruce. "Identity: Skin, Blood, Heart" in *Yours in Struggle: Three Feminist Perspectives on Anti-Semitism and Racism*. ed. Elly Bulkin. Minnie Bruce Pratt and Barbara Smith. Brooklyn NY: Long Haul Press, 1984.

Renault, Mary. *The Persian Boy*.

Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence," in *Women, Sex, and Sexuality*. eds. Catharine R. Stimpson and Ethel Person. Chicago: University of Chicago Press, 1980. Also *The Dream of a Common Language and On Lies, Secrets and Silence*.

Roberts, J. R. *Black Lesbians: An Annotated Bibliography*. Tallahassee: Naiad Press, 1981.

Sedgwick, Eve Kosofsky. *Between Men: English Literature and Male Homosocial Desire*. New York: Columbia University Press, 1985.

Smith, Barbara, ed. *Home Girls: A Black Feminist Anthology*. New York: Kitchen Table Press, 1983. Also *But Some of Us Are Brave*.

Smith-Rosenberg, Carroll. "Female World of Love and Ritual," *Disorderly Conduct: Visions of Gender in Victorian America*. New York: Alfred A. Knopf, 1985.

Stein, Gertrude. *Melantha*.

Walker, Alice. *The Color Purple*.

Wittig, Monique. *The Lesbian Body*. Boston: Beacon Press, 1973/1986.

Wittig, Monique. "The Straight Mind," *Feminist Issues* (Summer 1980) 105-6.

Woolf, Virginia. *Mrs. Dalloway*.

Zimmerman, Bonnie. "What Has Never Been: An Overview of Lesbian Feminist Literary Criticism," *Signs* 9 (1984), pp. 663-82. Also "Exiting from Patriarchy: The Lesbian Novel of Development."

Also recommended were such films as *Pink Triangles*, *Before Stonewall*, *Torch Song Trilogy*, *On Being Gay*, *A Special Place*, *Word is Out*, *In the Best Interests of the Children*, and *We Are Family*. ■

Instead, we have attempted to develop mechanisms and strategies for the broad-based integration of the lesbian and gay experience across traditional disciplines. The societal changes taking place within the family and other gender encoded social structures, and the high level of public policy debate they produce, demonstrates the need and value of lesbian and gay scholarship.

Like Women's Studies and African-American Studies, Lesbian and Gay Studies is often put to a higher and different test than more traditional areas of scholarship. When compiling syllabi, directories, anthologies, or other academic endeavors, scholars who insist upon the inclusion of the wide diversity of human experience are often challenged with questions like: "But what serious work has been completed?" "Why can't you furnish me with the material?" "Why isn't the material easily available in standard reference journals; isn't it legitimate?" Just as scholars need to be conscious of the difficult history that women and people of color have confronted as they sought inclusion in the intellectual activity of the university, so must they be aware of the newness of the lesbian and gay academic project and the difficulty that scholars and activists in the area face. A long history of academic research and writing on lesbian and gay issues doesn't exist because it has only been possible in the last few years to work in lesbian and gay studies and receive such university support as tenure, fellowships, book contracts with major academic presses, or even a doctoral degree.

As a result, much of the most interesting lesbian and gay scholarship has been by scholars outside the academy. As Jeffrey Escoffier explains in his review of Russell Jacoby's *The Last Intellectuals: American Culture in the Age of Academe*:

In recent years lesbian and gay intellectuals have been working to establish an intellectual life within their communities. One of the most interesting intellectual developments ... has been the interest and work done on gay and lesbian history. Between 1970 and 1984, much of the research, writing, and public presentation of lesbian and gay history has been done by non-academic intellectuals ... and the members of a series of community history organizations.... What is distinctive about the history projects is that their members are volunteers.¹²

The intellectual excitement inherent in these new models of participatory citizen-scholarship is sig-

nificant. More than fifty archive or library projects are underway in North America,¹³ including the Rutgers University Lesbian and Gay Archives Project, founded by David Nichols and Morris Kafka and housed in our own Rutgers University Library.

Others have noted the difficulty that any scholar faces, gay or straight, whose research focuses on the lesbian or gay experience. "There remains, too, the professional stigma associated with a sustained research interest in the topic of homosexuals: 'If you're *that* interested in them, you must be one!' That stigma still keeps many competent researchers away."¹⁴

Lesbian and gay people of color often face the same problem within the lesbian and gay community that lesbian and gay people face more generally: the problem of invisibility, erasure, and being put to a higher test. Just as women and people of color are often erased from human experience as part of the scholarly attempts to generalize, universalize, or standardize knowledge, so are they erased from the public image of the gay community. A common image of "the gay community" is the image given to us in popular movies like *Making Love* or *The Boys in the Band*: middle class, white, and male, usually urban, often alone, rarely located within a family. This would be an inaccurate picture if it were presented as representing the totality of the American experience, and it is inaccurate as a representation of lesbian and gay America.

6. Lesbians and Gays are a Special Interest Group Who Want Privileges

"Rutgers feels it must ... appease a definite minority who suddenly feel they have a right to separate facilities where they can be open about their sexual preferences."

"I find that people often cry they want to be treated equally but in reality they want to be treated special. I cannot believe that Dr. Bloustein is, like so many other people, cowering [sic] to special interest groups. I believe everyone has a right to be treated kindly and decently but not special."

"I perceive as do many other 'straight' individuals that the only thing wrong with gays/lesbians is when a sexual preference becomes political. Therefore, most of what you are advocating will backfire."

If sexual orientation made no difference in how society treated an individual, if sexual orientation were viewed as no different than shoe size, then the work and recommendations made by this Committee would be unnecessary.

If sexual orientation made no difference in

how society treated an individual, if sexual orientation were viewed as no different than shoe size, then the work and recommendations made by this Committee would be unnecessary. Calls for equal access to spousal benefits, a space safe from harassment and bigotry, or programs geared toward reducing homophobic violence and hate are requests not to be treated as special. They are requests for equal treatment, fair treatment, the same treatment.

There are many examples of how the university provides specialized services for various

sub-communities. Members of fraternities and sororities are one example. In a 1945 resolution, the University's Board of Trustees outlined a series of principles, the first of which states: "Fraternities and sororities are an integral part of the university. They provide an alternative life style contributing to the academic and social experience of students." As a result the university provides advisors who assist "the fraternity and sorority chapters with their activities, i.e., rush, policy planning, leadership training, budgeting, and house management;" meet "with representa-

Faculty Suggestions for Creating a Positive Atmosphere in the Classroom

The Survey of All Faculty and Staff (see Appendix F) included an open-ended question which asked teaching staff to list "ways to help create an atmosphere in your classroom in which students can feel at ease about their sexual orientation." Here are some of their suggestions:

Using hypotheticals with gay/lesbian participants. Making sure other hypotheticals don't assume heterosexual coupling. Often a simple "he or she will do it, like — a client comes to your office, his spouse or lover says...

It seems helpful to avoid heterosexist use of language in general. As I've also found it less alienating to students of color when professors use language which is race-neutral. E.g. don't assume a white perspective, "us" when referring to whites, "them" "these people" when referring to Native Americans and Blacks, etc., but being a little imaginative and using language and phraseology which encompasses all and encourages the student to put herself in the place of other groups. I have found these small efforts extremely well spent.

We talk about everything under the sun, just so long as it connects with a text and with their lives. Open and frank discussion of sexuality as part of power and domination, i.e. politics not being something limited to the formal sphere.

Nothing works wonders, but I have found that as I raise the issue, make the examples, assign the reading, etc., gay students often come talk to me even though they are not sure whether I'm gay or not and seem freer to raise issues in class. I have considered sharing my own sexual identity with classes, but never have because of 1) fear 2) uncertainty about whether it would limit my

effectiveness in challenging the homophobia of straight students.

I try to remain non-judgmental and supportive. I'm pretty firm in putting down sexist and homophobic remarks. My husband is a physician — we know many folks with AIDS — so I also try to address that issue when appropriate. In general I try to project myself as an open, tolerant, informed role model, and hope it creates a positive atmosphere.

I insist from the first that gay/lesbian issues be taken seriously. Students follow their teachers in their attitudes. If a teacher is comfortable in presenting gay/lesbian issues as matter-of-fact, if the professor does not present this material as additional, optional, and/or controversial, if the professor assumes that there are gay/lesbian students in his/her class from the first, these things could help immensely.

Depending on circumstances, I come out myself. There is a crying need for role models here. Although it requires courage when one is a TA and dependent on funding, it's more important for students to see that it's possible to be comfortable with sexuality. By being honest myself, I can encourage students — gay or straight — to become more comfortable with their own, and other people's sexuality. It is much different as an administrator, however. Because I cannot control the circumstances or establish long-term relations of trust with students as in a classroom situation, I am much less inclined to honesty. I am not comfortable with this. If the atmosphere at Rutgers and the "vibes" from my colleagues were more supportive, I would be much more forthright than I am at present. ■

tives from fraternity and sorority national (international) headquarters;" serve "as ex-officio members of the Fraternity Purchasing Association Board of Directors;" and offer "programming and resources in areas such as: leadership skills, academic enhancement, pledge education, rush and other."¹⁴

Those who seek an end to bigotry are working to create the opportunity for everyone to enjoy and participate in the Rutgers community in an equitable yet different manner. If students with specific religious practices request special foods during religious holidays are they asking for something which constitutes a "special privilege?" No, they are asking for the opportunity to use services they paid for in a manner which respects their difference and celebrates the diversity and pluralism of our university.

Rutgers augments its educational efforts by funding a wide range of social, cultural, athletic, health, and housing programs and services which appeal to diverse segments of the student body. All events, including those organized by the gay community, are open to all students, but many are directed to specific groups. Recognizing that students are different, with different histories, different problems, and different goals, is a strength which needs to be encouraged. Social events hosted by the Chinese Student Organization, the Rutgers Pakistani Association, Jewish, Muslim, or Christian groups all have implicit in them the desire for those students to meet others like themselves who share their own specific culture, history, and goals. Lesbian and gay student organizations are no different.

What needs to be recognized is that events which often seem inclusive to those students who constitute the dominant majority at the university, often do not meet the needs of students of color, women, gay, lesbian, and bisexual students. The average 18 year-old lesbian or gay student will not be able to enjoy many of the events organized by the university and financed by student fees in part because of homophobia, and in part because the events are designed for a heterosexual majority which is often unconscious of the fact that the event is organized for the majority to the practical exclusion of other students. Just as events are adapted to meet the specific cultural and social needs of various ethnic, religious, or cultural groups, events and programs also need to be designed to meet the needs of lesbian and gay students.

The world and the university are composed of variation. Attempts to universalize, force uni-

formity, or standardize people results in ugly distortions which drain the vitality and energy from our community. These universalizing tendencies crush people as they eliminate discordance and inconsistency: behind sexism, racism, xenophobia, religious intolerance, as well as homophobia and heterosexism is the impulse to exorcise the foreign, that which is other than myself, that which I can't understand. Pluralism might become more of a reality if we viewed "special interests" as positive contributions and learned to enjoy difference instead of fearing it.

"STORIES OF ALIENATION"

The forum last month, at the Rutgers Student Center, was attended by about 100 students and faculty members. One by one, students told their own stories of alienation, which were sometimes compounded by prejudice.

A blind lesbian described the awkwardness of trying to find a reader for her mail. A lesbian graduate student reminisced about the lack of support for homosexuals in her college days. A black lesbian undergraduate said it was ironic that white men seemed to feel most threatened by the activities of a homosexual alliance on campus."

From "Rutgers Panel Seeks Ways to Assure Gay Rights" by Priscilla Van Tassel, *The New York Times*, Sunday March 5, 1989, page 1,

¹⁴Stephanie A. Shields and Robert E. Harriman. "Fear of Male Homosexuality: Cardiac Responses of Low and High Homonegative Males," in *Bashers, Batters and Bigots: Homophobia in American Society*. John P. DeCecco, ed. (New York: Harrington Park Press, 1985) pp. 53-4.

¹⁵Gregory M. Herek. "Beyond 'Homophobia': A Social Psychological Perspective on Attitudes Towards Lesbians and Gay Men," in *Bashers, Batters and Bigots: Homophobia in American Society*. John P. DeCecco, ed. (New York: Harrington Park Press, 1985) p. 6.

¹⁶Herek, p. 8.

¹⁷Herek, p. 10.

¹⁸Shields and Harriman, pp. 65-6.

¹⁹Judy Grahn. "Flaming Without Burning: Some of the Roles of Gay People in Society," in *Gay Spirit: Myth and Meaning*. Mark Thompson, ed. (New York: St. Martin's Press, 1987) p. 8.

²⁰Appendix F contains a summary of the results and the text of the survey instrument.

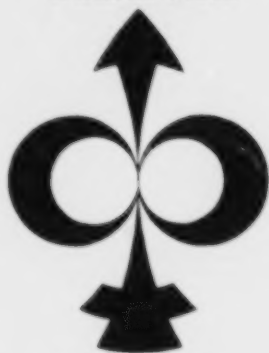
²¹Jeffrey Escoffier. "Pessimism of the Mind: Intellectuals, Universities and the Left," 18(1) *Socialist Review*, January-March 1988, p. 129.

²²See Appendix N for a selective listing.

²³John Wayne Plasek and Janicemarie Allard. "Misconceptions of Homophobia," in *Bashers, Batters and Bigots: Homophobia in American Society*. John P. DeCecco, ed. (New York: Harrington Park Press, 1985) p. 33.

²⁴*The Greek Policy Manual*, Office of Fraternity and Sorority Affairs, Dean of Students Office, Rutgers College (1988) p. 1.

TACTICS FOR CHANGE



results of a conference
on Gay Liberation
April 30 - May 2, 1971

COMING OUT: LESBIAN AND GAY LIBERATION AT RUTGERS

Newsletter of the Rutgers Student
Homophile League
—Manifesto

Tactics for Change
was published by the
Rutgers Student
Homophile League in
1971. It presented the
result of the first of
their five annual
conferences.

Philosophers and theorists are often apt to search for origins, hoping that by going back to a beginning we can better understand our world. Though self-deluding, claims of origins are often rhetorically powerful and politically potent. The "Manifesto" from the Rutgers Student Homophile League's (RSHL) *Newsletter*, volume 1, number 1, page 1 could claim to be this report's origin. It is a self-deluding point of departure since the lesbian and gay presence at Rutgers University pre-dates the Stonewall Riots which prompted the Homophile League's formation. The oral histories and shared secrets of our elders tell us that lesbian and gay communities existed around the periphery of the Rutgers campuses in clandestine meeting places and legally challenged establishments.²⁰ But the Manifesto is also the beginning of a politically organized lesbian and gay community making demands at the university. The status of lesbian and gay people at Rutgers University has changed dramatically since 1970. However, the goals set forth in the Manifesto, although couched in the language of a liberation movement, are not so different in intent from the recommendations which this, the President's Select Committee for Lesbian and Gay Concerns, is making almost twenty years later.

As an initial step in the direction of sexual liberation from oppressive contemporary mores in this society, the RSHL recommends the confrontation of parents and friends by homosexuals with their homosexuality.... We further call for complete openness in all affairs, at "work" and "socially." If such honesty creates discrimination against the liberated homosexual, he or she is enjoined to defend the following demands:

The end of discrimination against homosexuals on all levels of government, especially on the state and local levels, where it is, in itself, a determining factor in employment.

The abolition of all laws against homosexuality, except rape.

The immediate end to all police brutality, and especially to the harassment, entrapment, and exploitation of homosexuals.

The end to discrimination by employers against homosexual and bisexual employees, especially in education, where it is most acute.

The end to the hypocrisy and dangerously anachronistic teachings of the established church.

The end to the selective discussion of homosexuality in all levels of education, and re-analysis of sexual roles.

From the *Newsletter of the Rutgers Student Homophile League*,
volume 1, number 1, page 1, April 1970.

Just as this 1970 declaration called for the immediate end to "the harassment, entrapment, and exploitation of homosexuals," our recommendations call on the university to strengthen its efforts to create an environment where anti-gay and lesbian violence and acts of bigotry are condemned and combatted, and the victims are consoled.

Just as this 1970 declaration called for "the end to all discrimination against homosexuals," our recommendations call for the complete implementation of the University's nondiscrimination policy as it concerns "sexual orientation." Discrimination continues to exist until lesbians and gays receive the same treatment, services, and benefits — including employee benefits such as health insurance — as heterosexual members of our society.

Just as this 1970 declaration called for "the end to the selective discussion of homosexuality in all levels of education, and re-analysis of sexual roles," our recommendations call for a fuller integration of the lesbian and gay experience into all aspects of the curriculum, scholarship, student programming, and staff training. Only by breaking the silence which surrounds the topic of homosexuality will lesbian and gay people become full members of a democratic political community and participants in a free intellectual discourse. The current whispered, hushed, and "selective" discussion must become an honest, robust debate.

To lose your history and culture, or to have it stolen, is in many ways to lose your identity, to no longer exist. Totalitarian regimes and oppressive governments have often erased or denied a group's history as one mechanism for erasing a group's political power or denying its very existence.

Lesbian and gay people have long been denied their history, and in many ways their very identity. The expression "coming out of the closet" is a metaphor about finding not only your sexual orientation but also your self-identity. Coming out is a discovery of the history of a class of people and a journey which, for the more fortunate, uses that history to instill a sense of pride and self-worth. Because history is so important for lesbians and gay men, and for students, a discussion of the history of lesbian and gay people at Rutgers is one important step towards understanding the present condition of lesbian and gay students and one step for those students towards reclaiming a positive identity. Two examples illustrate the potential which exists at Rutgers: the excitement and dynamism of the Student Homo-

phile League's founding, and the backlash which accompanied the Gay Jeans Day events of the 1970s.

A Controversial First Year

Historically, Rutgers University has been in the forefront of the struggle of lesbian and gay people to obtain recognition as full members of university communities. On June 28, 1969 New York City police raided a gay bar. Raids on lesbian and gay establishments had been frequent and uncontested by their patrons. For the first time lesbians and gay men resisted, initiating the historic Stonewall Riots which mark the beginning of the contemporary lesbian and gay liberation movements. Less than three months later, as the fall semester began, Lionel Cuffie, a Black Rutgers College student activist, initiated efforts to form the Rutgers Student Homophile League. The League's successor, the Rutgers University Lesbian/Gay Alliance (RULGA), became the first gay or lesbian organization in the State of New Jersey and is now the second oldest surviving gay student organization in America.

To lose your history and culture, or to have it stolen, is in many ways to lose your identity, to no longer exist.

"In the two years that the Student Homophile League has existed at Rutgers, gay awareness and consciousness has developed ... as people have rejected the standardization and oppressiveness of society's definition of their sexuality.... The discrimination ranges from such overtly cruel practices as reprisals for "coming out" on the job, and shouting 'Fag' at anyone who isn't acting masculine enough to suit others' tastes, to more subtle, though no less insidious policies not allowing gay couples to claim each other as a tax deduction, and even date policies for Rutgers basketball games."

"Open the door," *Targum* editorial, December 7, 1971, p. 4

Within its first dynamic year the group sponsored a controversial exhibit, "The Homosexual: An Exhibit of Erotic Art," as well as a ground-breaking Conference on Gay Liberation with over 22 workshops. The conference was held April 30 to May 2, 1971 and included presentations on topics such as "identity and culture" and "gay liberation and political action" by some of the most important lesbian and gay leaders of the era, among them Franklin Kameny, the founder of the Washington Matachine Society and the first openly gay candidate to run for Congress; Barbara Gittings, founder of the Gay and Lesbian Task Force of the American Library Association; Isabel

Lionel Cuffie, founder of the Rutgers Student Homophile League at the League's third annual conference, "On Gay Liberation and Culture." Published in 1973 as a full page photo in the Rutgers yearbook.

Lionel Cuffie: On Impulse From My Conscience

"I founded the League on impulse from my conscience. I thought it was my moral duty to bring other people to the same realizations that I had come to over the summer; and that is, we as homosexuals are an oppressed minority; we're not sick; and we're not inferior.

Generally, I founded it just to form a consciousness in other people's minds of the nature of their oppression — and also to combat the loneliness of homosexuals which was prevalent here at Rutgers when I was a freshman.

Being black and being homosexual, one forms a double [consciousness] of being oppressed. By forming a [consciousness] of being black, I gradually came to form a consciousness of what it is to be gay and oppressed, too.

Within the white society, the homosexual is looked down upon; therefore, a black homosexual is a weakness to the black cause, because homosexuality is such a weakness in the white man's eyes. Therefore, black homosexuals are despised by most black people here on campus and in most black organizations.

They don't realize that it's all part of the same oppression, that it all stems from the same system. I also found out that gay people aren't as prejudiced as the majority of straight people, within my experience."

From an interview with the *Rutgers Daily Targum*, May 5, 1970, p. 5

"We [the Rutgers Student Homophile League] do not advocate homosexuality, but we do feel that the homosexual has a fundamental human right to live and to work with his fellow man as an equal in their common quest for the betterment of the human condition.

We believe that ... the homosexual has a moral right in our pluralistic society to be homosexual; and that bigotry and emotional prejudice against homosexuals is unjust, inhuman, and indefensible, causing untold human suffering as well as the loss of productive members of society."

From an interview with the *Rutgers Daily Targum*, November 25, 1969



Miller, author of *A Place for Us*; Sidney Abbott of Radicalesbians; Marty Robinson of New York's Gay Activists Alliance; and Catherine Simpson, then of Barnard College. In the next few years, the Homophile League sponsored a total of five annual conferences.

The art exhibit, which was displayed May 6-15, 1970 at the Rutgers Student Center, included "The Silent Soldier," a "living sculpture" consist[ing] of famed artist Carlin Jeffrey, hanging nude upon a cross for several-hour intervals."²¹ A controversy arose when the exhibit was labeled too "obscene" for display in the student center's main corridor. The League's members guarded the paintings to prevent the Administration from removing them, and "objected to the threatened removal of the paintings as 'repression of homosexual rights.'"²² With the University in the middle of a nationwide student strike, an agreement was reached to move the art to a side lounge.

From the onset, the groups members saw themselves as leaders, both at Rutgers and nationally. As Chuck Orr, a student in the Graduate School of Social Work, explained in the *Targum*: "The Rutgers Homophile League is probably the most active student homophile league in the country. We've been in existence a sheer four months this month — and we've already initiated innumerable programs; we've had discussions at fraternities and dormitories, we've put out a newslet-

ter, we've had a TV show on educational television, and we've had articles in the *Targum*; we've had informal discussions among our members to try and get them 'out of the closet,' and the mixer has come up."²³

This burst of activity was followed up with a four-page "Special Gay Liberation Supplement" to the *Targum* in December of 1971, the second conference, titled "On Gay Culture," formation of a Black Caucus, the Livingston Gay Men's Collective,²⁴ and a "radical action caucus called R.U. Fags."²⁵ Early on a poll was conducted at the Rutgers and Douglass Student Centers. 250 students were questioned and 71% said that they were aware of the League's existence; 85% approved of its establishment (92% of women, 79% of men); 43% said they had a friend who was a "self-acknowledged homosexual;" and 83% "supported the principle of homosexual equality."²⁶

Gay Blue Jeans Day

The Alliance has led a long struggle against heterosexism and homophobia on the Rutgers campuses. In 1974, the Homophile League started what has become a national trend on college campuses when it became one of the first campus groups to declare a "If you're gay wear blue jeans" day.²⁷ In April of 1976 the first of what would be a series of anti-gay effigies was hung in front of the Delta Kappa Epsilon fraternity house at 78 College Avenue in New Brunswick. On "Gay Blue Jeans Day" a denim-clad representation of a gay man was left dangling from a tree with signs attached that read "Homos back to your closet" and "The only good gay is a dead gay." The *Targum* noted that "About 30 brothers of the fraternity sat on the lawn in front of their fraternity house, watching the reactions of passers-by and taunting the half-dozen irate women" who came to protest.²⁸

The effigy hanging was repeated in April of 1977, prompting students to meet with "Rutgers College Dean of Students Howard Crosby demanding [that] the University make a statement condemning the action." Crosby responded by saying "I don't believe that there is any basis at the present time on which we could tell them to take it down."²⁹

In 1979 a similar event happened during that year's Blue Jeans Day. This time Delta Kappa Epsilon displayed homophobic banners. The Gay Alliance responded with a demonstration. In front of the fraternity house an Alliance member, Gary Stein, was struck in the head and was taken

to the health center bleeding. Dean Crosby responded with a statement: "Rutgers College is committed to providing an atmosphere where students, faculty, and staff can exchange philosophies and share ideas without fear of harassment, retribution, or ridicule.... Acts of intolerance, bigotry or racism ... are threats to the entire community."³⁰

RULGA has been the focus of lesbian and gay life in New Brunswick for the past twenty years. The group organizes rap groups, a telephone hotline, the "Gay Spirit" radio show on WRSU, a support group for graduate students, community outreach and educational speakers, socials, dances, as well as public lectures and films. 1989 is the twentieth anniversary of both the Stonewall Riots and an organized lesbian and gay presence at Rutgers University. ■



Maron Purcell (left) and Nancy Evans from a photograph published in *Tactics for Change*. Purcell was active in the Homophile League and went on literally hundreds of speaking engagements as part of the group's outreach and educational efforts.

A more complete history of Rutgers University lesbian and gay student groups is presented by David Nichols and Morris Kafka-Holzschlag in "The Rutgers University Lesbian/Gay Alliance 1969-1989," *The Journal of the Rutgers University Libraries*, vol. 51, no. 2, December 1989.

²⁰Manny's Den, a gay bar in downtown New Brunswick was involved in a 1966 New Jersey Supreme Court opinion which paved the way for gay and lesbian establishments to operate free from the interference of the New Jersey Alcoholic Beverage Commission.

²¹Hubbard, Richard. "SHL sponsors exhibit," *The Rutgers Daily Targum*, May 5, 1970, p. 5.

²²"SHL moves art show into Robeson Lounge," *The Rutgers Daily Targum*, May 7, 1970, p. 1.

²³Ibid.

²⁴*Rutgers Student Homophile League Newsletter*, February 18, 1972.

²⁵Reilly, Rich. "Gay Lib is 'coming out' again," *The Rutgers Daily Targum*, September 30, 1970, p. 2.

²⁶*Rutgers Student Homophile League Newsletter*, Undated.

²⁷An advertisement in the April 19, 1974 *Daily Targum*

announced, "Rutgers University Homophile League presents National Gay Day, or how to turn your dungarees into hot pants. On Friday, April 19, a census will be taken of all gay people on Rutgers Campus. To make it easier to see straight who's gay, anyone wearing blue jeans will be registered as gay. If you're NOT gay, and all you got is blue jeans ... better start streaking, honey!!!" League members were positioned at key points on the campus with number clickers and clip boards on the 19th to add to the theatrics of the event.

²⁸Blumner, Jack. "Hung effigy mars annual Gay Day," *The Rutgers Daily Targum*, April 26, 1976, p. 1.

²⁹Berkowitz, Rich. "Despite protests, effigy remains hanging," *Rutgers Daily Targum*, April 28, 1977, p. 1.

³⁰Teichman, Howard. "Graduate student hurt in gay demonstration," *Rutgers Daily Targum*, April 23, 1979, p. 1.



The chairs of the Select Committee's task groups listen to Ann Wilson give the report of the Task Group on Ending Homophobia at the New Brunswick Open Forum. From left to right: Jeffers, Wilson, Benson, Nieberding, Anderson, Billmaier, Cavin, and Credle.

The Structure and Work of the Select Committee for Lesbian and Gay Concerns

President Edward J. Bloustein appointed his Select Committee for Lesbian and Gay Concerns in the spring of 1988 in response to strong urging by the lesbian and gay student community and as part of a University-wide effort to eliminate discrimination of all kinds. The Committee consists of twenty-nine faculty members, administrators, staff, graduate and undergraduate students, and alumni. An attempt was made to ensure that the Committee represents the diversity of both the lesbian and gay communities and the Rutgers communities — including the various campuses and academic programs as well as racial, ethnic, and gender diversity.

Role of the Task Groups

At its first meeting late in the spring of 1988, the Select Committee identified nine areas of primary concern and created a task group to focus on each of them. These task groups were:

- Curriculum and Academic Affairs
- Ending Homophobia
- Special Concerns of Lesbians
- Special Concerns of People of Color
- Personnel Benefits and Services
- Student Life and Services
- University Publications
- Special Concerns of the Camden Campus
- Special Concerns of the Newark Campus

During the fall 1988 semester, these task groups focused on information needs assessment — what the Committee needed to know in order to formulate the best possible recommendations for the President and his administration. Building on the assessment of lesbian and gay students' needs completed by the Office of Student Life Policy and Services (see Appendix D), the Committee identified a range of additional information needs, requiring a variety of acquisition methods.

During the spring 1989 semester, the Select Committee actively collected information; surveyed and talked to students, faculty, staff members and alumnae/i; investigated curricula, programs, and policies at Rutgers and other colleges and universities; and engaged in exten-

sive educational and outreach efforts, all as part of the process of drafting the Committee's recommendations.

Since November 1988, a **Steering Committee** composed of the convenors of the task groups and key resource people at the University has met regularly to coordinate the work of the various task groups and plan the Committee's activities.

The following is an overview of the activities of the Select Committee's Task Groups:

The **Task Group on Curriculum and Academic Affairs** convened a seminar on November 18, 1988 for representatives of social science and humanities disciplines on the treatment of gender identity, sexual orientation, and the lesbian and gay experience within their departments. Disciplinary presentations and subsequent discussion provided the task group with initial information on the current status of these phenomena in the Rutgers curricula. John Gillis moderated and Robert Jeffers provided an overview of lesbian and gay academic programs in the United States. Participating departments included: Africana Studies (Lawrence Huston), Comparative Literature (Jean Parrish), English (Marcia Ian), History (Dee Garrison), Philosophy (Doug Husak), Political Science (Myron Aronoff), Psychology (Leonard Hamilton), Social Work (John Simpson), and Sociology (Allan Horwitz). The departments of French, Religion, Anthropology, and Women's Studies were invited but did not attend.

The **Task Groups on Ending Homophobia** and on **Student Life and Services** sponsored a meeting of the 28 liaisons for lesbian and gay concerns from each of the academic units of the University. (See Appendix M for a listing of Liaisons for Lesbian and Gay Concerns.) While this gathering was designed to help liaisons explore and clarify their purpose and roles, a primary objective was to obtain data on the kind of support such liaisons would need on an ongoing basis.



The logo used by the Rutgers Student Homophile League for its fourth annual conference, "On Gay Unity," April 19-21, 1974.

ing basis to fulfill their responsibilities in the future.

The Task Group on Special Concerns of Lesbians held a series of public meetings to gather the concerns of the lesbian communities. They noted a strong concern for the creation of safe space for social and academic interaction.

The Task Group on University Publications designed a survey of the whole range of publications provided to students, faculty, staff and alumni. The purpose of the survey was to determine to what extent the University's nondiscrimination policies are highlighted and whether information resources for lesbians and gay men are given the same kind of attention as those for other groups or categories of students, faculty, staff, and alumnae/i. These efforts at inclusion should go well beyond a listing of the formal nondiscrimination policy statement currently published in official catalogs.

The Task Group on Student Life and Services met with various university offices which provide services to students to discuss how the university can best adapt services to meet the needs of the lesbian and gay student population. The Task Group chair, along with other Committee members, has consulted with deans of students and with administrators in the areas of housing and residence life; health services; student rights, compliance, and discipline; religious life; international student services; public safety; and fraternity and sorority affairs.

The Task Group on Personnel Benefits and Services undertook an extensive review of the literature surrounding the definition of "domestic partner" and other concepts key to expanding spousal benefits to lesbian and gay families.

The Task Group on Ending Homophobia worked with the residential colleges to determine how best to integrate the issues of homophobia and heterosexism into the university's orientation programs.

The Task Group on the Special Concerns of the Camden Campus hosted the Select Committee's May 3, 1989 Open Forum and luncheon held at the Camden Campus Center. The Task Group also worked with the Camden-

Rutgers Advanced Students in History (CRASH) to develop their New Histories Lecture Series which included a presentation by the gay historian George Chauncey. The Select Committee's 1989-1990 Program Report, a ten-page newsletter, was inserted in the "moving-in day" welcoming packet received by the 240 undergraduates in Camden residential housing.

The Task Group on the Special Concerns of the Newark Campus and the **Task Group on the Special Concerns of People of Color** hosted the Select Committee's March 9, 1989 Open Forum and reception held at the Robeson Campus Center. The Task Groups also worked to support the undergraduate Gay and Lesbian Alliance (GALA-Newark) and the Lesbian and Gay Law School Caucus. A visit on September 18, 1989 by Simon Nkoli, an openly gay Black South African anti-apartheid activist, was also co-hosted by the groups.

Commissioned Surveys

The Committee initiated a number of investigative projects as part of its information gathering efforts.

The Rutgers University Student Needs Assessment Survey for Lesbian and Gay Issues was prepared by the Office for Student Life Policy and Services and the Department of Health Education in an effort to determine what services, programs, and assistance lesbian and gay students felt they needed from the university. The results were announced at the Select Committee's New Brunswick Open Forum and distributed to university student services providers and the liaisons for lesbian and gay concerns in each of the academic units of the University. The text of the survey instrument and an analysis of the data is provided in Appendix E.

A Staff and Faculty Survey was sent to all Rutgers staff and faculty members, over 10,400 individuals on all three campuses, in April 1989. The results were tabulated by the Office of Program Development and Institutional Research under the coordination of Barbara Schroder. The results provide a clearer understanding of the different ways homophobia is experienced by various types of university employees; how extensively the lesbian and gay experience is currently integrated into the curriculum, including what books and materials are being used; and the

level of need and support for various academic programs such as a gay studies program or institute as well as for workplace sensitivity training. A supplemental survey was attached which collected the names of faculty and staff who would be interested in participating in a mentoring program for gay and lesbian students or who would like additional information on sensitivity training, reporting homophobic incidents or curricula resources. The form also requested the names of courses with lesbian or gay content and copies of syllabi. See Appendix F for the text of the survey instrument and a tabulation of the results.

A **Resource Survey** was sent to over one hundred officials in various university offices which provide services to students, including career services, housing, and residence life. The survey asked these offices to list all the resources and activities "specifically designed for lesbian or gay students" provided by their office, including videos, workshops, speakers, resource people, and pamphlets. In addition to raising the consciousness level of service providers, the survey will allow for the compilation of a comprehensive **resource directory** for use by Rutgers students and staff. Such a directory is a serious need since 69% of respondents to the "Student Needs Assessment Survey" stated that they would contact a liaison to obtain information about available services. The text of the survey instrument, which can be adapted easily for use at other colleges, is provided in Appendix G.

A **National Survey of Lesbian and Gay College Programs** was conducted which reviewed gay and lesbian studies programs and related academic efforts; various efforts to adapt services and programs for use by lesbian and gay students, alumni, faculty, and employees; as well as more general projects aimed at combatting bigotry, prejudice, homophobia, and heterosexism. Dean Robert Jeffers investigated various academic programs at colleges and universities across the country while researcher Claire Snyder reviewed programs in the areas of student life and homophobia reduction. Summaries of some of the efforts are provided in Appendix C.

Open Forums and Public Outreach Efforts

A major problem facing lesbians and gay men is the invisibility and silence enforced by social

pressures and bigotry. This creates a need for consciousness-raising and dialogue among all members of the university community about sexuality in general, and sexism and homophobia/heterosexism more specifically. To ensure that the lives, histories, and contributions of lesbian and gay men are not repressed, erased, or denied, we need to create a sustained discussion. As an important part of its efforts, the Committee worked to maintain a continuing presence and debate at the university through its outreach and educational effort to students, faculty, staff, alumnae/i, and the citizens of the state who support Rutgers as a public institution. A serious public discussion was critical to the success of the Committee's work since it allowed for the sharing of ideas and provided a forum for collecting suggestions for the Committee's recommendations.

New Brunswick Open Forum: On February 1, 1989 the Committee hosted its first major public event, an Open Forum and press conference on the New Brunswick campus. The event was widely covered in the media, including *The New York Times*, *The Newark Star Ledger*, most local New Jersey newspapers, the student media, national lesbian and gay periodicals such as *The Advocate* and *The San Francisco Sentinel* as well as by local cable and radio programs including WMTR, WAWZ, and WCAU. The chairs of the nine task groups presented interim reports and preliminary recommendations and the Committee received feedback from those attending. In addition, the "Rutgers University Student Needs Assessment Survey for Lesbian and Gay Issues" was released.

Newark Open Forum: Task group chairs again made presentations during a second Open Forum, held March 9, 1989 on the Newark campus as part of Lesbian and Gay Awareness Week. Lesbian and gay students spoke about the extreme homophobia they have experienced at Newark and the open hostility of the campus press and conservative groups, especially in the Law School.

The **Camden Open Forum** was held on May 3, 1989, initiating a dialogue with the newly elected leaders of the student governing association. Since there is currently no organized lesbian or gay presence at Camden, the meeting focused on the possibility of forming a lesbian and gay student and staff group.



Select Committee chairperson James D. Anderson answering questions at the New Brunswick Open Forum

Other Rutgers University Initiatives

Since the appointment of the Select Committee in February 1988, a number of initiatives have been undertaken by a wide variety of offices, groups and individuals, including the liaisons for lesbian and gay concerns. For more information about any of the initiatives described here, contact the persons or organizations mentioned, or the liaison for lesbian and gay concerns for the appropriate college, school or faculty. Liaisons are listed in Appendix M.

Alumnae/i: A new organization, Rutgers University Gay and Lesbian Alumni/ae (Rutgers GALA), was initiated at a June 7, 1989 meeting hosted by the Select Committee. Rutgers GALA, a member of the Network of Gay and Lesbian Alumni/ae Associations (NetGALA), will work to provide a lesbian and gay focus at such traditional alumni/ae activities as Alumni Weekend and Homecoming, as well as bring together alumnae/i at informal social gatherings. Given the history of repression which most lesbian and gay students experienced until very recently at all universities, including Rutgers, groups like Rutgers GALA serve an important service by helping gay alumnae/i re-connect with their college experience in a gay-positive and supportive environment. The group held its kick-off reception during the 1989 Homecoming celebration which was attended by more than 150 individuals. The reception commemorated the twentieth anniversary of the founding of the Rutgers Student Homophile League and included a display of memorabilia from the group's early days. The Rutgers video "A Little Respect: Lesbian and Gay Students on Campus" received its first public showing as well.

Rutgers GALA can also provide important support for the University by raising funds to support research and scholarship in lesbian and gay studies; by educational activities such as its "Lesbian and Gay Studies Lecture Series," its newsletter, and its quarterly "Central Jersey Lesbian and Gay Events" calendar; and by linking undergraduate students with alumni/ae mentors who can serve as role models.

The original impetus for the group came from Committee member Nate Cotler and the article by Wm. David Burns in the November/December 1988 issue of *Rutgers Magazine*.

Burns, assistant vice president for student life, policy and services, wrote about his experiences with the lesbian and gay students involved in the efforts which lead to the Select Committee's formation. At the end of Burns' article, the magazine provided an address for interested alumnae/i to write. The response to that article led to the first organizational meeting.

For more information contact Ray Johnson, R-GALA, PO Box 160, New Brunswick, NJ 08903. 201/247-0515.

The Rutgers University Lesbian and Gay Archives Project: The Rutgers University Library Special Collections is now a state depository for historical materials on the lesbian and gay experience in New Jersey. The library has begun collecting New Jersey gay publications and will be receiving the papers of various groups and individuals, including the national organization Presbyterians for Lesbian and Gay Concerns.

The Archives Project, which is co-sponsored by Rutgers GALA, is the result of the work of David Nichols and Morris Kafka, two Rutgers alumni and former Rutgers Homophile League/Rutgers University Lesbian/Gay Alliance activists. These two community scholars will be publishing an article on the history of the Rutgers lesbian and gay student group in an upcoming issue of the *Rutgers Library Journal*.

The Project is currently collecting memorabilia and personal histories from lesbian and gay members of the Rutgers University community, including alumnae/i, faculty, and staff. The project can be contacted through Rutgers GALA.

College Liaisons: To create a visible focus in each school and college, at the request of President Bloustein, campus provosts identified a member of each dean's or dean of students' staff to assume responsibility for lesbian and gay concerns and to provide a point of contact between the college and the Select Committee. These "Liaisons for Lesbian/Gay Concerns" serve as contact persons for resolving problems, promoting general awareness, sponsoring programs to reduce homophobia and making appropriate referrals for services and any special help. A listing of liaisons is included as Appendix M.

Fall Orientation Programs: To emphasize the importance of respecting difference and eliminating bigotry and prejudice in our communities, President Bloustein asked each college to emphasize in its fall orientation program the purposes the university community shares in common. Among other issues he suggested for inclusion in the program were panels on the importance of respecting diversity of special student interests, including those of gay and lesbian students.

Over 700 incoming Rutgers College students participated in the program "Major Campus Issues: Prejudice, AIDS, Diversity." A film on prejudice and an AIDS video were shown to stimulate discussion. Students then returned to their residence halls for structured discussion of the issues of safe sex, racism, sexism, anti-gay prejudice, sexual health, and University policy in groups of ten facilitated by graduate students and professional staff. In addition, a session entitled "Including You: Gay, Lesbian, Bisexual Students and Their Friends" was offered to new students. The revised *Rutgers College Guide*, begins with "A Message from Dean Wood," which stated that "Rutgers College categorically rejects ... behavior ... that is discriminatory to ... lesbians and gay men." Campus resources for lesbian and gay students are included in the guide.

The Graduate School of Management program for its 200 new day students included a half-hour presentation by the Health Education Department on issues of homophobia and heterosexism, as well as sexual health issues.

All new students at Cook College were required to attend a workshop entitled "Learning to Live Together" presented by the college's counseling staff. Issues of racism, sexism, and homophobia were addressed.

At Douglass College, the Department of Health Education held a panel discussion for 600 incoming students on exploring diversity.

During University College's spring 1989 orientation for 300 incoming students, three students staffed a table and distributed information on lesbian and gay issues.

The 130 new undergraduates at the College of Nursing saw a 15-minute discussion of the issue included in their day long orientation program.

The Teaching Assistant Project (TAP), sponsored by the Graduate School, New Brunswick, included a discussion of the issues of racism, sexism, heterosexism and homophobia at the August 31, 1989 teaching assistant conference. Activities included an information table, participation in a panel discussion, and expansion

of relevant sections of the *Teaching Assistant Handbook* which is distributed to over 800 teaching assistants.

Student Leadership Training: The Health Education Department gave a presentation on reducing homophobia to 300 Douglass College student leaders. Cook College invites campus leaders to a Leadership Training Program during the week prior to the beginning of the spring semester. A major emphasis is placed on development of community and topics include sexual harassment, discrimination, homophobia, racism, and sexism.

Sixty student leaders on the Newark Campus attended leadership training sessions in January, August, and September of 1989. The workshops provided a forum for the discussion of issues related to diversity, including lesbian and gay concerns. Sponsored by the Dean's Office, the Office of Multi-Cultural Student Affairs, and the Office of Student Development, the sessions prepared students to serve as Orientation Workshop leaders and role models for incoming students. The training included a two-day retreat, two full-day meetings, and eight consecutive hour-and-a-half weekly sessions.

Residence Life: Three workshops were held by the Residence Life Office on the Camden Campus. The workshops focused on developing an interest in and a respect for diversity, and included a "sexual preference" component.

Assistant Dean of Students: One major initiative, taken by the Rutgers College Dean of Students Office, was the appointment of Cheryl Clarke as assistant dean of students for special populations and affiliate student programs. This position was created to address the needs, concerns, and leadership of various diverse communities at Rutgers College. Developing programs and services for lesbian and gay Rutgers College students will be one of the focuses of Clarke's work and for the 1989-1990 academic year it will be her primary focus. Her work includes educating the Dean of Students' staff concerning issues of bias and discrimination against lesbians and gays; serving as the Rutgers College liaison to University-wide groups and organizations, such as the Select Committee and the Lesbian/Gay Alliance; and developing the pamphlet "Including You: Gays, Lesbians, Bisexuals, Women, Students of Color," as well as other flyers which will be used for outreach to students.

Lecture Series: In the fall of 1988, the Rutgers College Dean of Students Office inaugurated "The Gay and Lesbian Cultural Lecture Series," in memory of Lionel Cuffie. The series, initiated by Dean Stayton Woods, was the first of its kind organized by the University and featured lectures in historic Kirkpatrick Chapel by four nationally prominent leaders: Martin Duberman, author of *About Time: Exploring the Gay Past* and Distinguished Professor of History at Lehman College, CUNY, on "Reclaiming the Gay/Lesbian Past" (September 26, 1988); Jeff Levi, executive director of the National Gay and Lesbian Task Force, on "Challenges of the Next Presidential Administration" (October 17, 1988); Marilyn Hacker, noted poet and author of *Taking Notice* and *Love and Death and the Changing of the Season*, on "Market Day: A Gathering of Works by Lesbian Poets" (November 15, 1988); and Chris Glaser, author of *Uncommon Calling: A Gay Man's Struggle to Serve the Church*, who was denied ordination as an openly gay Presbyterian minister, on "The Relationship Between Sexuality and Spirituality" (March 9, 1989). A film series has been organized for the fall of 1989.

Staff Development: In the spring of 1989 the Livingston College Dean's Office sponsored a staff development training program for 50 staff members which included a two-hour film and workshop conducted by the Health Education Department. The workshop was designed to sensitize the staff to the issues and needs of lesbian and gay students.

The Rutgers University Student Health Service held a two-day seminar for all of its staff members entitled "Reduction of Racism/Sexism/Homophobia in College Health Care" on June 5-6, 1989. The seminar, which can be viewed as a model for other student service providers, included two expert panels focusing on homophobia. In addition, the Health Service sends 10 of its clinicians each year to a week-long program on human sexuality which includes material concerning the health concerns of lesbians and gay men. The program is organized by Robert Wood Johnson Hospital.

"Race, Gender, Sexual Orientation: Integrating the Issues" was a five-day training activity provided to the Rutgers College Residence Life staff on August 27-31, 1989. Films, experiential small-group work and discussion was used to educate the staff on homosexuality,

homophobia, heterosexism, and the lesbian and gay communities. 150 residence counselors and preceptors were given tools and strategies for minimizing and preventing biased behaviors; promoting a general appreciation of difference, multi-culturalism, women's leadership, and lesbian and gay culture; and providing information on the concepts of race, gender, and sexual orientation. The training was premised on the idea that racism, sexism, and heterosexism threatens all of us. An additional twelve Rutgers College staff members attended a training session on homophobia reduction presented by the Health Education Department.

At Cook College residence life staff participated in a Health Education Department workshop designed to explore methods for addressing homophobia in residence halls and on campus.

The Health Education Department offers a variety of presentations which include a discussion of homophobia. Recent examples include a presentation in June 1988 for Education Opportunity Fund advisors and a February 1989 workshop on strategies for reducing homophobia for the Douglass College Governing Association.

University Police: To deter any assaults directed against lesbians and gays and to increase the reporting of crime to the University Police, President Bloustein designated Police Chief Thomas M. Thompson as the police liaison to the Rutgers lesbian and gay community. Select Committee members and the incoming RULGA co-presidents met with Leslie Scoville, the assistant vice president for public safety, on April 27, 1989 to discuss relations between the police and the lesbian and gay communities. Scoville's office is planning a sensitivity training program for university police officers and further discussions on ways to improve relations between the various local police departments and the Rutgers lesbian and gay communities.

Health Education and Homophobia Reduction: To increase student understanding of sexual orientation and to reduce the level of homophobia on campus, President Bloustein directed the Health Education Department of the Rutgers Student Health Service to expand its Health Advocate program, working with residence life and other appropriate departments, to provide a training program which would cover among other things, diverse lifestyles, harassment and bigotry, and how to make referrals and obtain counseling and other specialized support services.

Each semester the Department of Health Education conducts peer education training for ten to twelve student health advocates. These students are sensitized to issues of homophobia and heterosexism, as well as other issues, and are trained to present "Lifestyle Diversity" workshops. A September 1989 retreat focusing on celebrating diversity on campus which included bias-reduction training was also held for the health advocates. During the 1988-89 academic year the "Lifestyles Diversity" workshop was given 15 times to a total of over 225 individuals. In addition, a curriculum guide has been developed for anti-homophobia training sessions to be used with both students and staff.

The Health Education Department offers a number of other innovative programs designed to combat homophobia. The "Straight Talk on Homosexuality" brochure was developed and distributed to incoming students during orientation programs and an additional 2000 copies of the pamphlet were distributed during the 1988-89 academic year. To request copies of the brochure or to arrange either a presentation of the "Lifestyles Diversity" workshop or a specially tailored program on homophobia for your student or staff group contact Cathy Charlton, coordinator of Sexual Health Education at 201/932-7717.

Video: Under the direction of Polly McLaughlin, the "Celebration of Diversity: Lesbian and Gay Students" project completed a video dealing with heterosexism and homophobia on campus. The video, titled "A Little Respect: Lesbians and Gay Men on Campus," is designed to enhance a variety of student orientation programs. Since few resources exist which focus specifically on combatting homophobia for use in college orientation programs, this video is expected to be used nationally. The project's goal is that "the video will be a valid reflection of the experiences of lesbian and gay students, appeal to undergraduate students attending orientation and other workshop sessions, and result in the expression of greater acceptance towards lesbian and gay students by undergraduates." The 25-minute video will be supported by a printed guide on its utilization. The video was produced with financial support from the Office of the New Jersey Chancellor of Higher Education.

Sexual Harassment: The Office of Affirmative Action conducts approximately 12 workshops a year on sexual harassment. The workshops, as well as the University's brochure on sexual harassment, note the fact that sexual harassment

can occur regardless of sexual orientation.

The Sexual Health Program (SHP): SHP, a four-year effort funded by a National Institute of Mental Health grant, will develop HIV risk reduction intervention strategies for the college environment and assess the effectiveness of such strategies. Among the programs currently being developed for the fall 1989 semester are a sexual health video; a free condom distribution program; innovative AIDS and sexual health workshops for classes and residence halls; an

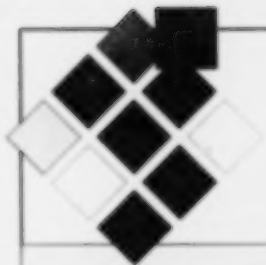


AIDS in the work environment program targeting faculty and staff; as well as a series of brochures, posters, and campus newspaper articles and advertisements. SHP can be contacted at 201/648-1256.

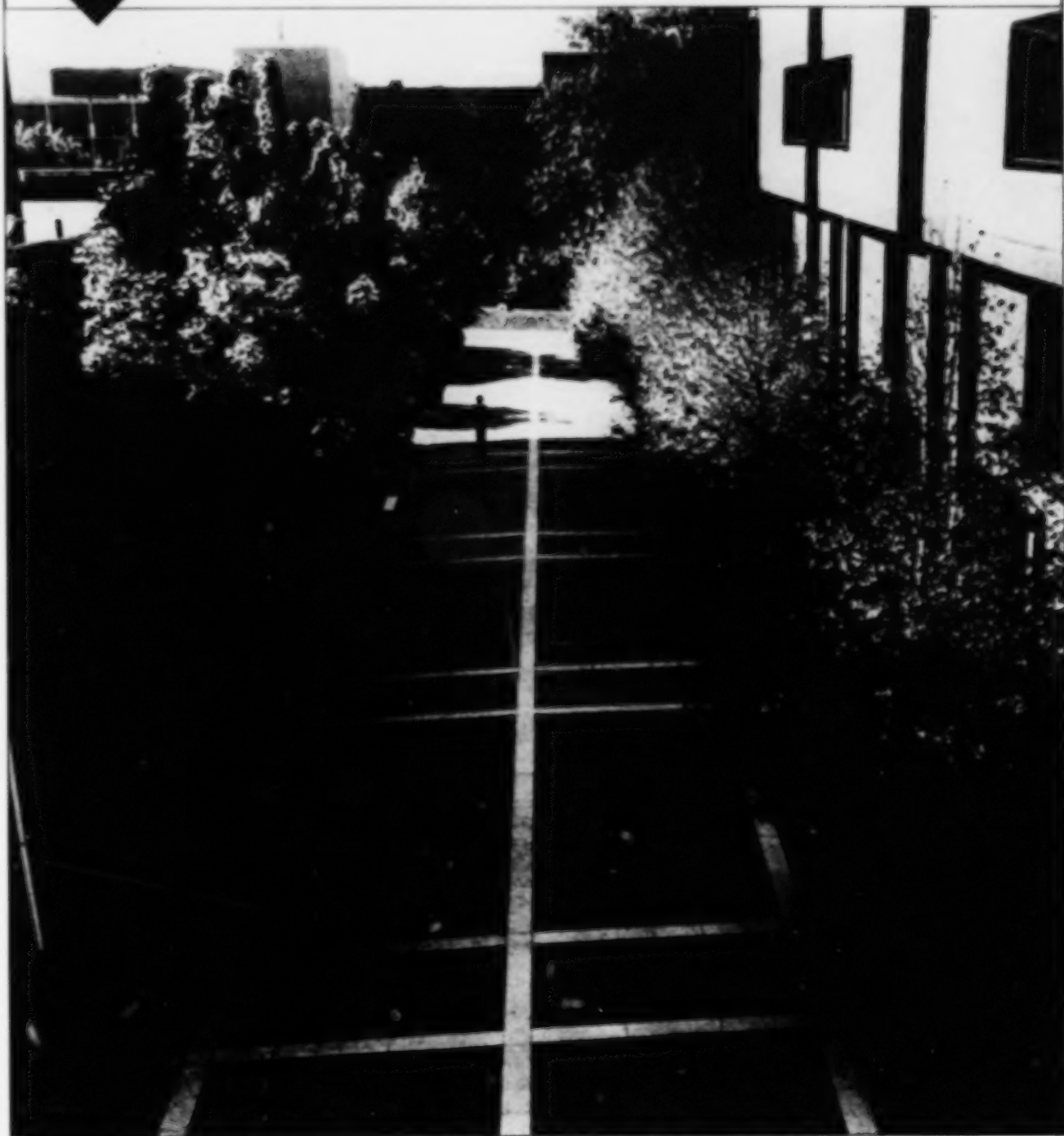
Grants: The Promoting Our Common Purposes Grant Program awarded two grants in March 1989 for projects with lesbian and gay themes. RULGA was given \$1,278 for a button distribution project and an additional \$1,527 for a publications project. Support was also given to the Douglass College Center Board for a Homophobia Awareness Week series of programs. The program will include parallel awareness weeks on topics such as racism and other forms of bias.

Colloquium: A colloquium, "Counseling and Therapy for Lesbian and Gay Students," was sponsored by the Dean's Office, Graduate School of Applied and Professional Psychology, for all faculty and students. ■

Dean James D. Anderson and students who are interviewed in *A Little Respect: Lesbian and Gay Students on Campus* at the video's first public screening during the Rutgers GALA Homecoming Reception.



Recommendations



In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns



University-wide Coordinator for Lesbian and Gay Concerns

A1.0 Background.

In November of 1987 the Rutgers University Lesbian/Gay Alliance (RULGA) wrote to President Edward Bloustein detailing examples of homophobia and discrimination at the University and proposing steps to address this problem. With that letter, the Alliance had hoped to engage the Administration in a joint effort with the gay and lesbian university community to "produce an atmosphere of acceptance and support."

The Alliance had reached the conclusion that students alone, working as volunteers through an under funded student organization, could not begin to address the problems of homophobia and heterosexism or meet the needs of a community of students who often felt threatened, isolated, and defenseless. The solution requires the active participation of the University Administration as a visible institutional force that provides the resources, continuity, and authority that students and faculty working as individuals and through groups such as the Alliance cannot. In all of the areas explored by the Select Committee and its task groups—academic and curricular affairs, student life and services, employee concerns, university publications—the need for centralized, permanent institutional support is acute.

The President's Select Committee for Lesbian and Gay Concerns is recommending the development of a wide-ranging series of programs and services which require specific expertise to develop effectively. At a university as decentralized as Rutgers—with its many diverse schools and colleges offering a full range of courses, different residential colleges, multiple deans of students offices, three separate campuses each with its own provost, and a complex decision-making structure—the implementation of new policies and programs becomes a difficult and challenging task. Without a central office staffed by a full-time coordinator, the recommendations of the Select Committee will be difficult to implement in a timely or effective fashion across the university.

Such an office is not a new or unusual idea. Similar offices and programs already exist at Rutgers for athletes, fraternity and sorority

members, Blacks, Hispanics, women, commuters, international students, and other groups. Offices for Lesbian and Gay Concerns already exist at other major state universities, such as the University of Massachusetts—Amherst, the University of Michigan—Ann Arbor, and the University of Pennsylvania. (See Appendix C.)

Collegiate liaisons to the gay and lesbian community have been appointed by every dean. An overall University liaison position needs to be created, within an Office for Lesbian and Gay Concerns. The liaisons need assistance in developing programs and consultation on how to integrate discussion of homophobia and heterosexism into programs ranging from orientation to residence life staff training workshops. Challenging homophobia, like confronting racism and sexism, is a difficult task which if handled improperly can cause additional harm. Staff and faculty members often feel uncomfortable discussing homosexuality for fear that they might be labeled "gay" or "lesbian." This is a unique problem not faced by a white staff member discussing racism or a man challenging gender biases and exposes the complicated nature of the problem and the need for a visible, professional staff person with expertise in the area.

The survey of Rutgers faculty and staff commissioned by the Select Committee (see Appendix F) demonstrates the pressing need for a central office, center, or program to coordinate academic resources and curricular materials on the lesbian and gay experience and facilitate their use by the faculty.

- 50.9% of the teaching staff responding to the survey said that they would find "assistance in integrating gay/lesbian issues into [their] curriculum" either very valuable or somewhat valuable. Since lesbian and gay studies is an emerging area of research and scholarship, germane material is often unknown or inaccessible to many faculty members and teaching assistants. Any effort to find, develop, and disseminate relevant materials to such a large percentage of the faculty will be a major undertaking requiring significant staff and administrative support.
- 61.8% of those responding saw a lesbian/gay studies center or institute as being either very

In each category, top priority recommendations that should be implemented immediately are indicated by an asterisk (*) and are listed first.

valuable or somewhat valuable to the academic life of the university. This suggests that a large portion of the faculty sees a need for some form of permanent institutional office focusing on issues related to the lesbian and gay experience.

- 45.1% of the teaching staff responded "yes" or "sometimes" to the question "Do you think that gay men or lesbians would experience discrimination or harassment in your class(es) if they were open about their sexual orientation?"
- 25.7% of those responding had witnessed anti-gay or lesbian incidents or remarks in their classes, during advising, or in other interaction with students. Such a high incidence of homophobia and repression in the University's classrooms challenges the notion that the university is the site of open discussion and free intellectual expression. Any attempt to challenge this pervasive silencing of intellectual honesty will require the application of significant resources.

The survey also pointed to a more general need by the university's staff for an Office for Lesbian and Gay Concerns. According to the survey, 23.5% of the staff had witnessed anti-gay or lesbian incidents in their office or department. This suggests a corrosive and stressful work environment in need of a widespread sensitivity training program for all staff members.

***A2.0 Office for Lesbian and Gay Concerns.**

An Office for Lesbian and Gay Concerns should be established with sufficient resources, including a budget for program and publication development, office equipment, secretarial support, and outside consulting services. The Office should be listed in all University directories and guides. The Office would have primary responsibility for coordinating and facilitating plans for implementing the recommendations of this report.

***A3.0 Staff Resources.**

The Office for Lesbian and Gay Concerns should be staffed by a full-time professional person at the level of associate dean, recruited through a national search by a representative and diverse search committee. This person will serve as the University-wide coordinator for lesbian and gay concerns. In addition to helping all units of the University to comply with the University's nondiscrimination policies and to implement the recommendations of the Select Committee, the

coordinator will serve as an ombudsperson for students, staff, and faculty when problems or issues cannot be resolved within their immediate units.

Double Bigotry

Dr. Martin Luther King, Jr. once remarked 'Change is not accomplished by peeling off superficial layers when the causes are rooted deeply in the heart of the organism.' People of color, especially lesbians and gay males, experience every day the double and triple levels of bigotry which exist at the heart of the institution called Rutgers University. Those forces are racism, sexism and homophobia.

Bigotry is found in the behavior of too many faculty, staff and students. We experience bigotry simply walking down the corridors of buildings and witnessing that the signs we put up only a few hours ago are torn down or defaced while others remain untouched. We see bigotry on the walls of bathrooms where such things as: 'Kill the fags, niggers and Jews!' — 'The Skinheads are here!', and other writings of racial bigotry and homophobia are removed one day, but are seen written on the very same walls the next day. We see bigotry among insensitive faculty, staff and students with whom we daily interact. We see bigotry in having few role models in the classroom, in high level management or in the support structure which should be consistent, responsive and non-biased in the delivery of services. We see bigotry in the lack of classes which would help students deal with their ignorance of the positive nature of having diversity of cultures on our campus. We see bigotry in the lack of professional growth programming geared to assist faculty and staff in confronting their ignorance of these issues. We see bigotry in the lack of financial support for programming which would confront the underlying issues head on. We see bigotry in the faces of the entering freshpersons. We see bigotry in the faces and behavior of our most senior faculty, staff, and student leadership.

We, lesbians and gay males, experience racism, sexism and homophobia as additional unresolved issues which prohibit us from fully participating in the life of Rutgers University. We see bigotry and we're tired of banging our bloodied heads against wall after wall of racist, sexist, homophobic, prejudice and intolerance.

We need no additional documentation in order to prove that bigotry is alive and well at Rutgers University. Perhaps through the efforts of this body we can help make our University a safer place for *everyone*. However, as Dr. King stated, *it cannot be a superficial attempt*. The reality is that there must be a substantial increase in the resources available to fight this battle. Too many of us have stood virtually alone while others, whose responsibility it is to help, stood by and did nothing. It is time we put *everyone* on notice that this is a war we intend to win and keep on winning.

James Credle, chair
Task Group on the Special Concerns of People of Color
testifying at the Select Committee's Open Forums

***A4.0 University Advisory Committee for Lesbian and Gay Concerns.**

A University Advisory Committee for Lesbian and Gay Concerns should be appointed by the president of the University, in consultation with campus provosts and lesbian and gay student and alumnae/i organizations. Membership should reflect racial, ethnic, gender, and sexual orientation balance among faculty, staff, student and alumnae/i members. At least 25% of the members should be students. The coordinator of the Office for Lesbian and Gay Concerns should be made an *ex-officio* member of the committee and provide staff support for its effective operation.

A4.1 The University Advisory Committee for Lesbian and Gay Concerns should have two co-chairs, one female and one male.

Recommendations of the Task Group on the Special Concerns of People of Color

1. The curriculum of various departments, university-wide, must include the writing and scholarly work by and about lesbians and gay men of color.
2. The University must be made safer in general, through policy implementation and enforcement, for gay and lesbian faculty and staff to come out; but more importantly, it must be made safer for lesbian and gay faculty and staff of color to come out in order that lesbian and gay students of color can see and learn from positive role models.
3. Racism must be combatted more effectively to enable all people of color within the University to pursue their learning, development, and professional goals, and this includes lesbians and gay men of color who are doubly affected by attitudes and behaviors that are at once racist and homophobic.
4. Support must be given to lesbians and gay men of color who are confronted with the heterosexist attitudes and behaviors of their own people of color communities in student organizations, residence halls, fraternities and sororities (especially fraternities), and in the classroom.
5. Students, faculty, staff, and administrators of color must be challenged to reduce and eliminate their own homophobic attitudes in order not to oppress their own members who are lesbian and gay.

A4.2 Members of the University Advisory Committee should constitute separate campus Advisory Committees for Lesbian and Gay Concerns for each of the three campuses, New Brunswick, Newark, and Camden. The coordinator would provide staff support to all three campus committees and would be provided use of office space at all three campuses as well. The coordinator should maintain a regular presence on all three campuses.

A4.3 The University Advisory Committee for Lesbian and Gay Concerns and its campus components should be charged with ongoing review of the Office for Lesbian and Gay Concerns, the school, faculty, and collegiate liaisons, and all components of the University regarding the full implementation of University's nondiscrimination policies and the recommendations of the Select Committee. The Advisory Committee should have the authority to obtain such information as needed to carry out its responsibilities.

A5.0 Liaisons for Lesbian and Gay Concerns.

The Select Committee applauds the president, provosts and deans for the appointment of liaisons for lesbian and gay concerns in every academic unit of the university. These positions should be continued. Deans should seek the best qualified persons for these positions, based on familiarity with and interest in lesbian and gay concerns; the ability to interact with and resolve problems faced by lesbian and gay students; and the ability to organize activities and programs that promote (1) sensitivity on the part of all faculty, staff, administrators and students, (2) integration of lesbian and gay issues across curricula, and (3) nondiscrimination in all areas of the unit's life and work. Liaisons must be provided with adequate resources and time to perform these responsibilities.

A5.1 A major responsibility of the university coordinator for lesbian and gay concerns should be to facilitate the work of the unit liaisons for lesbian and gay concerns. Working groups of liaisons should be convened on each campus at least once each semester to share concerns and ideas. At least once each year, all liaisons from all campuses and units should be brought together on one of the campuses (on a rotating basis) for a major workshop or seminar on lesbian and gay concerns. ■

Curriculum and Academic Affairs

B1.0 Curricular Integration.

The academic units of the University should integrate the experience of lesbian and gay people into all relevant areas of undergraduate and graduate curricula. This integration should parallel and augment efforts on behalf of women, racial and ethnic minorities, economic classes, the physically challenged, and other groups that have been traditionally ignored or undervalued in the arts, sciences, and professions. Special attention should be given to the history, literature, traditions and concerns of lesbian and gay people of color.

In the following, more specific recommendations, the Committee suggests ways to implement this overarching goal with respect to curricula, lecture series, and academic programs; library collections; instructional practice; alumnae/i support; and university-wide coordination.

B2.0 Curricula, Lecture Series, and Academic Programs.

The academic units of the University should adopt approaches such as the following to work toward integrated curricula:

*B2.1 Readings on the lesbian and the gay experience should be included in introductory social science, biological science, professional, and humanities courses, especially those courses taken by many or all students, such as English composition courses and the new course proposed by the Committee on Education for Civic Leadership, as well as the introductory sociology, political science, psychology, biology, economics, social work, and literature courses.

*B2.2 Topics and speakers on the lesbian and the gay experience should be included in colloquia and seminar series.

*B2.3 Encouragement and support should be given to faculty to develop courses and course modules addressing the lesbian and gay experience from the perspective of all relevant disciplines. The Council for the Improvement of Teaching should include this effort among its priorities. In addition, the Administration should

allocate academic lines (a minimum of one line for New Brunswick; a third of a line for Camden; and a half line for Newark) in support of faculty participating in this effort. All faculty members should be encouraged to apply for "release time" to be funded by these lines in order to devote special effort to curriculum development and related research.

B2.4 Experts on the lesbian and the gay experience should be invited as visiting scholars and professors.

B2.4.1 A gay man or lesbian should be invited as a commencement speaker, or a gay rights activist should be awarded an honorary degree.

B2.5 Departments and faculties should recruit and support faculty members whose disciplinary expertise includes the study of the lesbian and the gay experience.

B2.6 In units or campuses that have a core of faculty involved in research and teaching on the lesbian and/or gay experience, faculties should encourage the establishment of an interdisciplinary lesbian and gay studies program, center or institute. Depending on the number of courses available across a unit or campus curriculum and level of faculty and student interest, serious consideration should be given to establishing an interdisciplinary undergraduate minor or major and a graduate certificate program.

B2.7 Faculties should create a required interdisciplinary course for incoming students devoted to broad issues of power, equality, discrimination, and sexuality. The proposed course for education in civic leadership would be an appropriate forum for these issues. In addition, opportunities to volunteer in organizations providing services to the lesbian and gay communities, or AIDS-related organizations—such as New Jersey Buddies, the Hyacinth Foundation, the Rutgers Lesbian/Gay Peer Counselline/Infoline, and St. Clare's Residence for Children—should be part of the planned community service program for all undergraduates at Rutgers.



B

In each category, top priority recommendations that should be implemented immediately are indicated by an asterisk (*) and are listed first.

Report of the Task Group on the Special Concerns of Lesbians

Lesbians are an invisible group at Rutgers. The majority (60%) of lesbians sampled have been 'treated unfairly.' Lesbianism is censored in the curriculum and classroom, by department chairs and faculty, by most university publications.

Lesbian issues are women's issues: unequal pay, few women get tenure, teaching is not rewarded, sexual harassment, sexism. Rutgers lesbians play a vital role in the life of Rutgers but behind the scenes. The time has come for Rutgers to come out of the closet and recognize the work and ideas of lesbian faculty, staff and students rather than keeping us a secret. We recommend:

- Rutgers should create a safe physical space for Rutgers lesbians to congregate such as a lesbian lounge within a women's center;
- Faculty/Staff/Administrators should strongly support the formation of lesbian organizations. Lesbian visibility needs to be encouraged within the student life area as well as among faculty, staff, graduate, and undergraduate organizations;
- Faculty, student life professionals and student organizations should begin to develop more programs that examine the history and traditions of lesbians and gays of color in the U.S.;
- Rutgers should conscientiously seek to recruit, hire and tenure more visible lesbian faculty, staff and administrators, particularly lesbians of color. Additionally, the University needs to recruit, hire and tenure more diverse women faculty in general so that lesbians and all other women will have sufficient role models;
- Rutgers should insure that disciplines across the board offer more courses on women of color as well as lesbian studies, and utilize the work of women of color and lesbians of all cultures in the general curriculum, not just in Women's Studies or Africana Studies;
- Given the under-representation of women and of people of color in science and technical fields, the University should continue and strengthen student recruitment and retention programs for women and people of color in these fields. Since women feel particularly unwelcome in

these fields, special attention should be paid to creating a supportive atmosphere for all women, especially lesbians.

Most anti-gay violence studies pay little attention to gender differences between lesbians and gay men. This phenomenon is part of a much broader sexist tendency to either: 1) lump lesbians and gay men together as a homogeneous, undifferentiated mass called 'homosexuals' or 'gays' in the same way that uninformed writers lump women and men together, study the men, assume that women are the same and call it a study of 'human nature'; or 2) unconsciously use the terms 'homosexual' or 'gay' to really mean male — thereby ignoring the existence of lesbians altogether. Unfortunately, this original finding of the Rutgers Sexual Orientation Survey (1987) is still being played out at Rutgers University.

The Lesbian Task Force finds that most Rutgers University administration, faculty, staff, and institutionally organized student groups pay little attention, and generally ignore, not only lesbian issues particularly, but women's issues in general. The combined amounts of institutionalized sexism and lesbophobia at Rutgers is both profound and staggering.

These problems cannot be solved by committees composed of predominantly white male administrators, faculty, staff or students, who are insensitive to the issues of racism and sexism, although this has been the traditional Rutgers approach.

Ongoing study of institutionalized sexism at Rutgers is a necessary step to remedy the discrimination faced by lesbians of all colors as well as the discrimination faced by all women at Rutgers. A committee composed of all white women will not work either. We need a multi-racial and multi-cultural task force of women and men who have an expert grasp of the linkages between sexism, racism and homophobia for the next stage: to integrate and implement the recommendations of all of the President's Common Purposes committees.

In conclusion, the Lesbian Task Group supports the recommendations of all the other Task Groups within the President's Select Committee for Lesbian and Gay Concerns.

B2.8 Faculties, departments, and centers should sponsor conferences on the lesbian and the gay experience.

B2.9 The Committee encourages Rutgers University Press to continue to solicit and promote publications related to lesbian and gay studies.

B3.0 Library Collections.

Recognizing that scholarly resources related to the lesbian and the gay male experience cut across an enormous spectrum of the arts, sciences, and professions and that modern research library collections are organized on the basis of these disciplines and professions, the Select Committee recommends:

*B3.1 The University Library should regularly update a guide to library resources in lesbian and gay studies.

*B3.2 A selection of lesbian and gay news, entertainment and literary media, both periodical and monographic, should be recognized as scholarly resources for the study of contemporary lesbian and gay culture and should be collected on a regular basis by the University Library.

B3.3 The University Library should designate, as it currently does for other academic areas, at least one bibliographer to have responsibility for selecting and ordering lesbian and gay studies resources across all disciplines.

B3.4 In order to encourage the development of this newly emerging interdisciplinary field, a specific budgeted amount should be allocated for the purchase of lesbian and gay studies resources, apart from existing funds already subsumed within disciplinary allocations.

B3.5 As with all interdisciplinary areas, faculty members should submit recommendations for resources related to the lesbian or the gay experience to both the lesbian/gay studies bibliographer and their disciplinary bibliographers.

B4.0 Instructional Practice.

Instructors across all disciplines and units should become more conscious of the diversity of their students and more sensitive to their concerns and status as human beings.

*B4.1 Issues and concerns of lesbian and gay students should be included in all Teaching Assistant training programs and materials.

*B4.2 All academic units should regularly urge their faculty, including teaching assistants and part-time lecturers, to become conscious of and to address the often unintentional and subtle, but sometimes purposeful and flagrant, homophobia and heterosexism in teaching practice: remarks and omissions by instructors, as well as students, based on assumptions that everyone is heterosexual, or ought to be; that all spouses, lovers, and special friends are of the opposite gender, or ought to be; jokes and jibes ridiculing those who are gay or lesbian; biases against choices for

papers or projects touching on the lesbian or gay experience or concerns.

B4.3 Student course evaluation forms should include questions concerning homophobia and heterosexism in the classroom. For example, "Did the instructor provide a comfortable atmosphere for learning free of racism, sexism, homophobia, and religious intolerance and encourage a respect for diversity?"

B5.0 Alumnae/i Support.

The Select Committee recognizes that the University community encompasses its alumnae/i and former faculty and staff as well as its current students, faculty and staff. This larger community can and should be called upon to participate in the exploration of the lesbian and gay experience and in the support of this educational and scholarly endeavor. To this end, the Select Committee recommends:

"Deep in my heart, I never felt that Rutgers University was my alma mater, but rather Rutgers University Homophile League. ... I'm proud to have been part of the beginning and can only hope there is no end to the victories and the strength and unity of the Cause. As for the next decade, may it truly be "The Gay Nineties!"

Lorraine Grassano, League member in the mid-1970s.

From a letter to Dave Nichols.

Rutgers Lesbian/Gay Archives Project, September 1989

B5.1 The University Department of Alumni Relations should provide the same kind and level of support to the Rutgers University Gay and Lesbian Alumni/ae (Rutgers GALA) as it provides for other alumni associations related to the University. However, the Select Committee recognizes that membership and mailing lists of this association must be handled with complete confidentiality and should remain only in the hands of association officers.

B5.2 The Rutgers University Foundation should establish three special funds for contributions from alumnae/i, faculty, staff, and friends:

B5.2.1 A lesbian and gay studies support fund, to be used in support of programs and activities related to lesbian and gay studies, issues and concerns across the University, such as confer-

ences, cultural events, publications, special orientation materials, and seminars.

B5.2.2 A lesbian and gay endowment fund, to be used to endow lesbian/gay visiting professorships similar to the Laurie Chair in Women's Studies.

B5.2.3 A lesbian and gay scholarship fund, to be used to support students and faculty pursuing studies at the undergraduate, graduate or post-doctoral level related to the lesbian or the gay male experience.



Leaders of the Rutgers University Lesbian and Gay Alumni/ae, Rutgers GALA, at their kick-off Homecoming Reception on October 21, 1989. Left to Right, Ron Nieberding, Ray Johnson, and Eric Enderlin.

***B6.0 Joint/Cooperative Academic Programs.**

The University must ensure that joint or cooperative academic programs offered by Rutgers in cooperation with outside agencies are in full compliance with Rutgers' nondiscrimination policy. Programs which do not comply, or cannot be brought into compliance, should be terminated. Examples include the Reserve Officers Training Corps (Army ROTC and Air Force ROTC), as well as programs offered with other governmental or private agencies.

B7.0 University-wide Coordination.

To facilitate these curricular reforms and initiatives over time and across the broad spectrum of the University, the Office for Lesbian and Gay Concerns, its university coordinator, and its Advisory Committees (see Section A) should endeavor to see that the following kinds of support are provided to the academic units of the university:

B7.1 Bibliographies of scholarly work on the lesbian and the gay male experience.

B7.2 In conjunction with the University Library, guides to scholarly resources on the lesbian and the gay male experience in the Rutgers University Library.

B7.3 Annual inventories of University undergraduate and graduate courses devoting significant attention to the lesbian or the gay male experience.

B7.4 Notices of lectures, seminars, exhibits, and cultural events related to the lesbian and the gay male experience.

B7.5 Conferences of representatives from the various academic disciplines to explore curricular and research issues, including teaching methods.

B7.6 Administration and allocation, in accordance with advice from the University's Advisory Committees for Lesbian and Gay Concerns, of program, endowment, and scholarship funds.

B7.7 Resources, workshops, and media exposure (ads and feature stories) designed to address homophobia and heterosexism in teaching practice.

B7.8 Model syllabi and curriculum materials on the lesbian and gay male experience.

B7.9 Coordination and administration of the academic development program providing "release time" to faculty members working on curriculum development. ■

Student Life and Services



C1.0 Student Programming.

Rutgers augments its educational efforts by funding social and cultural programs and services which appeal to diverse segments of the student body. While all events, including those organized by the lesbian and gay community, are open to all individuals, many are directed towards specific groups. Recognizing that students are diverse—with different histories, different problems, and different goals—is a strength which needs to be encouraged. What needs to be recognized is that events which often seem inclusive to white, or male, or heterosexual students—those students who constitute the dominant groups at the university—do not meet the needs of students who are not white, not male, or not heterosexual.

*C1.1 Additional public lectures, film series, cultural events, art exhibits, and library or museum displays by or about gay and lesbian people and their experience should be developed and provided with adequate staff and funding resources. 1988 was the first year in recent memory that the University organized programming with a specifically lesbian or gay theme. The four public lectures organized by the Rutgers College Dean of Students' Office were a great success and were well attended. Their success demonstrates the pressing need for additional programs.

As the Black and Women's communities have so rightly shown, the need for positive examples—successful role models, cultural

What is Equality In Student Life and Services?

Since a primary mission of the university is to serve its students, to provide them with the chance to grow and learn, I would like to spend one minute reflecting on the very personal experience of an average lesbian or gay student at Rutgers...Let us try to imagine what it is like for an average lesbian student, 18 years old and perhaps away from home for the first time, to arrive at Rutgers University.

Before she even arrives, she might, in the secrecy of her bedroom, search the *University Bulletin* and other recruitment materials for a positive mention of lesbians or gay men. She can not find the words "gay" or "lesbian" in the index. No beautiful lesbian couples are shown in the glossy brochures. The best she can find are the words "sexual orientation" tucked away in a short paragraph which is the university's non-discrimination policy.

When she arrives on the first day, she must confront her roommate. Does she tell this stranger that she is a lesbian? How does she respond when this new best friend wants to discuss their policy concerning visits from boyfriends. Better yet, how does she respond to the question "Do you have a boyfriend?"

Before classes start, women from her floor invite her to a fraternity party. Will she be able to ask the woman she secretly has a crush on to dance? What does she say to the very nice fraternity brother who asks her for a date next week? Is she terrified, as I was, to drink anything or to even join her friends at the

party, for fear that she might slip and give them a clue that she is different, that she is a lesbian?

In her history class, will she find examples of women with whom she can identify? Whose lives and relationships she might want to take as a model? In her psychology class, what will she say when all the examples of love, of marriage, of people are straight? How will she deal with this heterosexual assumption? Will she during her first week in college challenge the authority of the professor?

She has been at Rutgers for less than two weeks. Each week will bring more examples of the problems that she will have to confront and overcome. Problems which are in addition to the problems her peers are confronting. Her first visit to the health center might add similar stresses, as will the decision to come out to friends, visit Career Services, or write the paper asking her to react to a love affair in a novel for English class.

What I hope this narrative does is show just how much needs to be done and how critical the university's policies and programs are towards helping create an environment where this student can learn and grow without the additional burden of homophobia or heterosexism.

Ronald A. Nieberding, chair
Task Group on Student Life and Services
Testifying at the Select Committee's Open Forums
Reprinted in the Livingston Medium, Wednesday,
February 8, 1989, page 1.

triumphs, a visible history which is taught and shared—is an essential part of both the diversity of a true liberal arts education, and the overcoming of centuries of oppression, suppression, defamation and misrepresentation.

C1.2 University cultural facilities such as the Jane Voorhees Zimmerli Art Museum should be encouraged to include mention of the contributions made by gay men and lesbians to our cultural life in displays, catalogues, and other materials. In addition, funding should be sought for exhibits and programs which celebrate lesbian and gay contributions to the arts.

C1.3 The various university bookstores should be encouraged to stock books and at least three to five periodicals related to the lesbian and gay experiences, maintain a "lesbian/gay section" similar to other academic or interest sections, have displays celebrating the work of lesbian and gay writers, and publicize the University's non-discrimination policy in their hiring practices.

C1.4 Faculty, staff, administrators and students responsible for student programming should begin to develop more programs that examine the history, traditions and concerns of lesbians and gays, particularly those of color.

*C2.0 Orientation Programs.

Orientation programs should include workshops centered on issues of homophobia and heterosexism as well as racism, sexism, xenophobia, ethnic and religious intolerance, and the more general topic of bigotry and prejudice. These discussions should *also* be integrated into more general discussions so as not to marginalize or ghettoize them. A lesbian and gay resource guide should be included in all orientation packets. Such a guide, perhaps developed by the Office for Lesbian and Gay Concerns in conjunction with the college-based liaisons for lesbian and gay concerns, would include: a list of the various college liaisons; methods for reporting anti-gay crimes; information about the proposed mentor program for lesbian and gay students; a listing of books and periodicals on related topics available at the Rutgers libraries and bookstores; information about Rutgers Lesbian/Gay Peer Counsellor/Infoline, rap groups, and other programs; names of lesbian

and gay religious, political, social, and service groups active near campus; as well as other items of interest.

*C3.0 Student Centers and Facilities.

Currently there is limited social space in central New Jersey for gay or lesbian members of the university community—students, faculty, or staff—where they can be comfortable and open. Given the problem which the University faces concerning alcohol misuse and abuse, the lack of alternative social spaces and programming is a serious problem for all students, gay and straight. For lesbians and gay men under the age of 21, the only viable social opportunities available in the state of New Jersey are provided by gay and lesbian groups such as the Lesbian/Gay Alliance (RULGA). The need for a safe public space, where healthy and supportive friendships can be formed, is overwhelming and needs to be rectified with a gay and lesbian cultural and resource center, coffeehouse, or lounge.

C3.1 As recommended by the Task Group on Special Concerns of Lesbians, a safe physical space for Rutgers lesbians to congregate such as a lesbian lounge within a women's center should be created.

C4.0 Housing and Residence Life.

The Select Committee strongly urges the Administration to do everything in its power to insure that all residential and recreational space at the University is safe and comfortable for gay and lesbian students. The recommendation for a model "common purposes" residence (C4.1) is not offered as an alternative to actions taken toward the fundamental goal to construct at Rutgers a community where racism, sexism and heterosexism/homophobia are universally condemned. The specific recommendations that follow reflect the Select Committee's finding that the University community has not yet achieved this level of social maturity, especially in the case of its student residences. Hence, responsible University officials must become especially aware of and sensitive to the sorts of situations that sometimes render the Rutgers community an unsafe and uncomfortable place for gay and lesbian students, and they must be energetic and imaginative in their efforts to ameliorate these conditions everywhere at Rutgers.

In each category, top priority recommendations that should be implemented immediately are indicated by an asterisk (*) and are listed first.

*C4.1 A model for safe residential space should be created by designating a specific residence hall as a "Common Purposes Hall." This residential unit would be reserved for students who have made a special commitment towards working together to create a "non-racist, non-sexist, non-homophobic environment" which respects intellectual, cultural, and personal diversity and difference. Participation in this project could include an optional academic component (perhaps tied to the currently proposed civic education curriculum) as well as special programs, workshops, and interpersonal experiments designed to encourage discussion and mutual respect. Over time, the strategies for celebrating difference, securing equity, and promoting common purposes among students living together should be applied to all student residences.

*C4.2 Regular residence life programs should be developed for all students in University housing specifically centered around the issue of homosexuality. These programs should challenge homophobic and heterosexist notions and misconceptions and actively discourage prejudice and bigotry in general.

*C4.3 All residence life staff, both full- and part-time and including preceptors, should be required to participate in anti-homophobia sensitivity training as part of their job training.

*C4.4 Lesbian and gay couples (same-sex domestic partners) should be provided with "married" student housing on the same basis as heterosexual married couples. This policy should be well publicized in all relevant resident life materials.

C4.5 As curricular attention to and student interest in lesbian and gay studies develops across relevant disciplines, a special interest section for lesbian and gay studies could be established in a residence hall. A "Lambda House" would not be limited to lesbian and gay students, but would be committed to exploring the special contributions made by lesbian and gay people as well as the problems which they face as a result of the bigotry of homophobia and the prejudice of heterosexism.

*C5.0 Fraternity and Sorority Affairs.

Currently, the pledge education program and the leadership development program include workshops centered on the topics of date rape, sexual harassment, and alcohol abuse. These should be continued and expanded to include specially designed sensitivity workshops on homophobia and heterosexism for both students and staff.

C5.1 The *Greek Life Manual* should address social problems such as date rape, sexual harassment, racism, sexism, homophobia and heterosexism, and should encourage programming that focuses attention on these problems. The statement banning restrictions on membership should be expanded to include sexual orientation in conformity with the University nondiscrimination policy.

*C5.2 University criteria for recognizing chapters should include assurance by each chapter that it is in full compliance with the university's nondiscrimination policy. The complete nondiscrimination policy should be stated prominently in all rush and pledge materials. Any agreements which a pledge is required to sign upon admission to a fraternity or sorority should include a statement that they agree to abide by this nondiscrimination policy.

C6.0 Health and Counseling Services.

The Counseling Centers should employ at least one openly gay man and at least one open lesbian mental health professional with expertise in the area of sexual orientation. These professionals do not have to be full-time, but they must be available to work with students who request an openly gay or lesbian therapist. In addition referral guides and directories should be developed listing mental health and counseling professionals who have special skills focusing on the needs of the lesbian and gay community.

C6.1 The Health Education Program should expand the usage and distribution of the current Health Advocates' "Lifestyles Diversity" programs and the "Straight Talk About Homosexu-

ality" brochure by funding and developing a more aggressive outreach and marketing effort to students, staff, and faculty. Additional programs should be developed which are specially targeted for the health service, public safety, sorority and fraternity affairs, athletic department, career development, and residence life staffs, as well as for student orientation programs.

True Stories: Using the Health Service

One of the more insidious forms of heterosexism is the assumption that everyone is heterosexual. I had an experience last year at the University Health Center that resulted from this assumption and could have been prevented by general staff sensitivity training.

Overall, I felt quite comfortable at the Health Center. When the nurse-practitioner asked whether I was sexually active and needed birth control, I had no qualms about telling her that I was a lesbian. During the course of my examination, I decided that I needed to have a yearly OBGYN exam. The nurse-practitioner instructed me to schedule an appointment with the receptionist and to tell her that I did not need counseling about contraceptives.

Since I believe that one very important function of the Health Center is to encourage young heterosexuals to practice birth control, I was not offended when the receptionist automatically assumed I should attend an educational class on contraception. Not wishing to announce my lesbianism in front of the entire Health Center, I simply said that I was not interested in any information on contraceptives. In a rather loud voice the receptionist insisted that it never hurts to learn about birth control methods. I replied that I had enough information already. She insisted that I *had* to attend the session. I replied that the nurse-practitioner told me that I did not have to. The receptionist asked me who my nurse-practitioner was. Finally, the receptionist said that she would bend the rules, so that I would not have to attend the session. Thankfully, I did not have to come out to the entire Health Center.

Obviously, the receptionist meant well. In an effort to make women feel comfortable about using birth control, she handled the scheduling of contraceptive counseling matter-of-factly. Unfortunately, she was not sensitive to the fact that not all women are heterosexual. With staff sensitivity training, I'm sure a system could be worked out whereby the staff could encourage straight women to use contraceptives without creating a situation that is awkward for lesbians.

— from a lesbian graduate student

*C6.2 The University should verify and ensure that no health provider that participates in the Student Health and Insurance Plans discriminates in any way against people with AIDS or people living with HIV infection, with respect to restricting coverage in any way or limiting access to so-called "experimental treatments" which may be prescribed by physicians.

C6.3 All staff employed by the Student Health Services and Counseling Centers should be required to take some formal training, such as sensitivity workshops or credit-bearing courses on homophobia, as part of their orientation training. The two-day seminar "Reduction of Racism/Sexism/Homophobia in College Health Care" held by the Rutgers Health Service for all its staff members on June 5-6, 1989 is an excellent example of the type of training which should be required of all student life and services staff.

*C7.0 Career Counseling and Placement Services.

University policy currently requires that outside employers who use university facilities "affirm in writing that they do not discriminate" against applicants because of sexual orientation. (For complete text, see Appendix H.) In addition to ensuring that this policy is strenuously applied, information on the personnel policies of prospective employers (for example, non-discrimination policies or same-sex partner benefits) should be collected by Career Counseling and Placement Services staff and made easily available to students.

*C7.1 The University's non-discrimination policy concerning sexual orientation should be publicized to all employers recruiting on-campus, as part of the regular job placement process, and any employer who does not adhere to this policy should be barred from on-campus recruitment.

C7.2 Career Development Offices should conduct regular special sessions for lesbian and gay students on the subjects of job placement, resume development, and interview preparation and how these activities are affected by homophobia and heterosexism.

*C7.3 Career counseling staff should be required to participate in anti-homophobia sensitivity training as part of their job training.

***C8.0 Campus Security/Public Safety.**

A minimum of two police liaisons should be appointed, one man and one woman, whose job description would include the following tasks: 1) outreach to the various segments of the gay, lesbian, and women's communities to encourage the reporting of sensitive crimes and their use of police services; 2) the development and coordination of sensitivity workshops centered on fostering a positive relationship with, and understanding of, the lesbian and gay community as well as on homophobia and heterosexism within the public safety division; 3) the development and distribution of resource materials and information on or about the lesbian and gay communities at Rutgers, including their problems and needs.

C8.1 The police liaisons' names, addresses, and phone numbers should be widely publicized so that they will be utilized by students, faculty, and staff.

*C8.2 The publication of names of victims of harassment, sensitive crimes, anti-gay and other hate crimes, should be banned.

C8.3 Specific procedures should be included in all manuals and training materials on how to address anti-gay and lesbian violence and harassment, as well as other "hate crimes" based on the victim's race, religion, gender, or nationality.

*C8.4 Specially designed sensitivity workshops should be developed for all public safety personnel.

C8.5 Self-defense workshops and classes specifically aimed at potential victims of rape and harassment should be sponsored by the Division of Public Safety, the Athletic Department, or other appropriate University office.

C8.6 The University Administration should create a simple process for the quick and systematic removal of all hate graffiti and publicize the procedure to encourage reporting, perhaps utilizing the housekeeping staff so that it becomes a routine part of their work, thereby eliminating much of the effort involved in reporting and processing.

C8.7 The Public Safety Division should create a systematic process for the reporting of homophobic crimes and/or violence. It should publicize the process and its special sensitivity, so as to increase the comfort students, staff and faculty feel when reporting such incidents.

***C9.0 Lesbian/Gay Infoline.**

A field placement program, independent study, or course in the School of Social Work, the Graduate School of Applied and Professional Psychology, and/or the Graduate School of Education should be organized in connection with the Rutgers University Lesbian/Gay Peer Counselline/Infoline.

C10.0 Student Employment.

All University units employing students, including work-study programs, dining services, the libraries, athletic facilities, security, and residence life, should actively publicize the University's nondiscrimination policy on their applications and in their job announcements, training materials, and employee manuals.

C11.0 Student Rights, Compliance and Discipline.

All units should strengthen the student and staff discipline system to ensure that it is sensitive to the special problems lesbian and gay students face at Rutgers.

C11.1 All units should improve and monitor the disciplinary process to make it more responsive to hate crimes and crimes of violence committed against all groups.

C12.0 International Student Services.

Lesbian and gay international students are one of the more vulnerable groups at the university. The task of adjusting to a new culture often becomes complicated by the multiple problems of language differences, culture shock, xenophobia, racism, and differing social customs. For a student visiting a foreign country for the first time, questions of personal identity, who am I, often become immediate and overwhelming. For lesbian and gay international students

questioning one's sexual identity in an environment filled with new and unusual conceptions of friendship, dating, self, sexuality, masculinity and femininity can create an "identity crisis" of extreme dimensions. These identity problems are often compounded by fears generated by a history of discriminatory practices by the U.S. Immigration and Naturalization Service, including the exclusion of homosexuals. The resources which are available to help lesbian and gay students need to be communicated to international students as soon as they arrive at Rutgers so that they can quickly find support and assistance in making these difficult transitions.

*C12.1 The current guide for international students, "Passport to Rutgers," which was developed by the Center for International Faculty and Student Services, needs to be updated so that: the Rutgers Lesbian/Gay Peer Counselline/Infoline and RULGA's rap groups are listed in the section on "Personal and Psychological Counseling" (page 32); the section on "Dating" (page 43) uses inclusive language and examples which do not assume heterosexuality; a listing for the Office for Lesbian and Gay Concerns and/or the college liaisons is included.

C12.2 The Center for International Faculty and Student Services should periodically include information on issues of concern to international lesbian and gay students in the services which they offer such as their newsletter, *Rutgers International News Gazette*, orientation packets, and lecture series.

C13.0 Religious Life.

Local lesbian and gay religious organizations such as the Metropolitan Community Church of Christ the Liberator, Dignity/New Brunswick for gay and lesbian Catholics, Presbyterians for Lesbian/Gay Concerns, as well as area lesbian and gay synagogues, churches, and other religious groups should be included in all listings, guides, and resource and orientation packets relating to campus ministries and religious resources.

C13.1 Clergy from local lesbian and gay religious groups should be recognized as part of the campus ministry and should receive the same access to facilities and services as other groups, including use of meeting spaces and chapels.

C14.0 Financial Aid.

All financial aid forms and materials should include the University's non-discrimination policy.

*C14.1 Specially designed sensitivity workshops should be developed for all financial aid personnel.

C15.0 Admissions.

All recruitment materials should celebrate the diversity of student life at Rutgers, including the gay and lesbian experience. Representations of student life, such as pictures, listings of events and speakers, or quotes, should include those which openly acknowledge the presence of active lesbian and gay communities that receive the full support of the University.

*C15.1 Specially designed sensitivity workshops should be developed for all University recruiters and admissions department personnel.

C16.0 Student Organizations.

Student governing associations, student activities offices, and deans of students offices should encourage and facilitate the formation of lesbian and gay student organizations on all campuses of the University. Funding for such groups should be determined according to the same guidelines and standards as for student organizations in general, in accordance with the nondiscrimination policy of the University.

*C16.1 In chartering or giving official recognition to lesbian and gay student organizations the need for confidentiality of membership lists should be respected.

C16.2 All units of the University should insure that all organizations recognized by the University include the University's nondiscrimination policy in their bylaws or constitutions. Lesbians and gay men must be welcomed to participate fully in all University organizations. All organizations should be encouraged to include the history, traditions, and concerns of lesbians and gays, particularly those of color, among their programming emphases.

***C17.0 Athletic Programs.**

Sensitivity workshops should be developed for all Athletic Department personnel. ■

Employee Concerns

D1.0 Current University Policy.

The University's 1981 policy barring discrimination on the basis of sexual orientation clearly states that the "equal employment opportunity" that is guaranteed "to all its employees and applicants for employment" applies to benefits and services.

Families consisting of or headed by lesbian and gay couples mirror those consisting of or headed by heterosexual couples—some consist of the couple only; some include minor children; some include parents and grandparents of one or both of the couple or other family members. The needs and requirements for caring for family members are the same regardless of the sexual orientation of the heads of the household.

The benefits to the University for providing access to health care and other benefits and services for members of employee families are the same whether these are accorded to lesbian and gay employees or heterosexual employees. The employee is more secure in knowing that these benefits are provided, permitting her or him to pay greater attention to job assignments and responsibilities without undue distractions relating to difficult family responsibilities.

*D2.0 Equality in Benefits.

As a simple and clear issue of fairness and justice and in full accordance with existing University nondiscrimination policy, the President's Select Committee for Lesbian and Gay Concerns urges the University to make available to the spouses or domestic partners of lesbian and gay employees the same benefits now accorded to the spouses of heterosexual employees. The current denial of spousal benefits to lesbian and gay employees deprives them of effective income worth several thousands of dollars per year. These benefits include:

*D2.1 Bereavement leave.

*D2.2 Health insurance coverage, including coverage for children of the insured employee's partner who permanently reside with the insured employee in her/his home.

D2.2.1 In case spousal benefits cannot be provided through plans not under control of the University, the University should provide its own equivalent coverage or provide funds to the employee to purchase equivalent coverage directly.

*D2.2.2 As a separate issue, the University should verify and insure that no health care provider participating in the health benefits system discriminates in any way against people with AIDS or people living with HIV infection, with respect to restricting coverage in any way or limiting access to so-called "experimental treatments" which may be prescribed by physicians.

D2.3 University housing for lesbian and gay domestic partners should be provided on the same basis as for heterosexual married partners.

D2.4 Library borrowing privileges for lesbian and gay domestic partners should be made available on the same basis as for heterosexual married partners.

D2.5 Eligibility for "couple" rates offered by University or University-related units for services should be made available to lesbian and gay couples on the same basis as for heterosexual married partners. For example, the University Swimming Association currently offers an annual swim fee of "\$250 for a married couple or \$195 for an individual."

D2.6 Explicit statements regarding the eligibility of lesbian and gay employees for employee benefits, including spousal benefits, should be included in orientation sessions and informational materials.

D3.0 Verification of spousal or domestic partner relationships.

The University should establish the existence of a *bona fide* spousal or domestic partner relationship by requiring lesbian or gay employees desiring spousal benefits to register their relationship with the University by filing a nota-

In each category, top priority recommendations that should be implemented immediately are indicated by an asterisk (*) and are listed first.



rized affidavit in which both parties declare that they are each other's sole domestic partner and responsible for their common welfare.¹

D4.0 Sensitivity training.

Regular, ongoing sensitivity training on issues relating to sexual orientation should be made available to all University employees. It should be modelled on, and could be combined with, training sessions related to sexual harassment.

D4.1 Attendance at diversity and sensitivity training workshops—for all levels of staff—should be encouraged and should be taken into consideration in the performance review process.

Is Sensitivity Training Enough?

Taken as one element, sensitivity training and other educational programs do not change attitudes and behaviors that discriminate against others for reasons of color, religion, ethnic background or sexual orientation, but it is a beginning.

In addition to educational programs, research data show prejudice is further lessened when persons from mixed ethnic and racial groups work together on common goals in cooperative learning situations. However, the invisibility of gay men and lesbians in the general university community remains a major obstacle in developing cooperative learning groups.

Consequently, any serious program to reduce homophobia must grapple with these two fundamental issues: designing programs that replace ignorance with education; and creating a safe enough environment so that more openly gay men and lesbians can work with others in cooperative learning situations.

— Ken Roy, director
Livingston College Counseling Center

D5.0 Joint/Cooperative Contracts for Services and Research.

Research, service or education programs offered by or through Rutgers, but which are funded or sponsored by outside agencies, must be in full compliance with Rutgers' nondiscrimination policy. Such programs that discriminate against any of the categories in the University policy should be terminated.

D6.0 Employee recruitment.

All applicants for staff, administrative and faculty appointments should be informed, through position descriptions, announcements, and other recruitment materials, of the University's nondiscrimination policy, with specific reference to sexual orientation as well as all other protected categories.

D7.0 Making the University a safer place.

It is important that gay and lesbian students see and learn from positive role models. This is especially true for lesbian and gay students of color. In order for this to occur the University must be made safer so that lesbian and gay faculty and staff are free to come out unthreatened by discrimination whether direct or indirect. ■

¹ A comprehensive list and discussion of other possible criteria is contained in *Recognizing Lesbian and Gay Families: Strategies for extending employment benefit coverage* by Teresa Lynn Friend and Pamela Liberty (San Francisco: Lesbian Rights Project, 198-?), p. 25-31.

University Publications

*E1. 0 Inclusion.

All University publications—including those published by academic units, administrative units, admissions offices, student services offices (career counseling, health, psychological counseling, equal opportunity, athletics, recreation, etc.), alumni associations and offices, the Rutgers News Service, Rutgers University Press, student groups, fraternities, sororities, the American Association of University Professors (AAUP) Rutgers Chapter and other collective bargaining organizations, and related organizations—should reflect the contributions and participation of lesbian and gay members of the University community in the same way that other groups are represented and should describe resources of special interest to lesbian and gay members of the university community in the same way that resources of special interest to other segments of the community are presented.

The Select Committee recognizes that in many cases, the lack of information on lesbian and gay members of the university community and resources of special interest to them is not due to an unwillingness to include such information, but is due to a lack of awareness and the difficulty in obtaining appropriate materials.

By providing all University publications with appropriate information about and for the lesbian and gay members of the University community, their full inclusion as contributing participants in the academic enterprise will be advanced, and greater understanding on the part of other segments of the community will be encouraged.

Editors and publications staff who are provided appropriate information but do not include it on the same basis as similar information related to other segments of the community should first be counselled and encouraged to become more inclusive. Those persons, organizations or units that continually ignore the lesbian and gay communities should be subject to administrative and public pressure.

E2.0 Nondiscrimination Policy.

The Select Committee commends the University for including the University's non-discrimination policy in all official catalogs and urges that its display be made as prominent as possible.

E3.0 Information Distribution.

The distribution of information relating to lesbian and gay members of the university community should take a variety of forms, including:

E3.1 Public Service Announcements. A series of public service announcements and regularly placed advertisements should be developed and included in a wide range of publications. These should focus not only on the concerns of the lesbian and gay community, but also on the more general issues of race, ethnicity, religious bigotry, sexism, and harassment. Topics addressed should include: listings of campus resources available to gay and lesbian students, staff and faculty; listings of the college and school liaisons for lesbian and gay concerns; procedures for reporting incidents of harassment, hate crimes, graffiti, violence, date rape, and other sensitive crimes; information on the Rutgers Lesbian/Gay Peer Counsellor/Infoline; prominent statements of the University policy on non-discrimination; ads that encourage a respect for diversity.

***E3.2 Course Schedule Insert.** The University should develop a special pull-out supplement to all University course schedules. The supplement should be printed on colored paper and stapled into the center of the schedules so that it can easily be removed and kept. The supplement should include information on student rights and responsibilities, including non-discrimination, academic integrity, sexual harassment, verbal harassment, liaisons for lesbian and gay concerns, procedures for reporting incidents of harassment, hate crimes, violence, and sensitive crimes to police or other university offices, etc.

E3.3 Newsletter. A regular University newsletter on lesbian and gay concerns should be issued by the University coordinator for lesbian and gay concerns.

***E3.4 Orientation Materials.** Specific materials for first-year student orientation should be created, including:



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In each category, top priority recommendations that should be implemented immediately are indicated by an asterisk (*) and are listed first.

E3.4.1 A brochure designed to acquaint the general student body about lesbian and gay people, issues, concerns, heterosexism, homophobia, and University policies relating to discrimination and the advancement of our common purposes;

E3.4.2. A brochure or sheet listing lesbian and gay oriented resources.

E4.0 Office for Lesbian and Gay Concerns.

The Office for Lesbian and Gay Concerns, its staff and Advisory Committees (see Section A) should work to facilitate the systematic, University-wide gathering of this information, its regular dissemination to all University units, offices, and organizations that issue publications, and the routine monitoring of University publications in whatever media (print, video, film, electronic, broadcast). ■

VOICES OF PAIN: Comments from the Survey of Faculty and Staff

Two questions on the Select Committee's survey (see Appendix F) asked respondents to describe incidents of discrimination or harassment they witnessed or experienced either in their office or in the classroom. Here are some of their experiences:

"Not anti- remarks, but 'fearful' remarks. The Douglass administration has seemed 'fearful' of too much advertising of gay and lesbian issues lest this all-women institution appear to be some sort of bastion of lesbianism. All-women institutions, and Douglass is not an exception, are often accused (stereotyped) as such. This happens to be erroneous in the case of Douglass, but the myth prevails. Naturally, the administration is not interested in perpetuating this — thus their hesitancy to promote anything related There has been some evidence in the very recent months that this will be changing."

"I don't eat lunch in my building because the subject matter is directed towards Gays and Lesbians a great deal of the time. I have to supervise another employee who is very anti-gay. Even when I've asked her not to express her personal opinion, she persists. I deal with 268 employees on a daily basis. As soon as she learns about someone's 'choice of lifestyle,' she becomes quite angry and verbalizes her comments. I would like to be myself at work, but I cannot afford to lose my job. My boss is also very anti-gay. He has enough problems accepting women as intelligent people. My denial for upgrades and evaluations says it all. If I wasn't good at my job, I wouldn't have been given more and more responsibility, nor would I have been there for 5 1/2 years."

"I began work at Rutgers in January 89. I still am afraid to 'come out' to my co-workers or supervisor. So I travel back to Washington frequently, just to surround myself with other women who know me."

"Careless remarks, particularly about gay men. There are several lesbians in my Department. Some are open, and feel comfortable here. I am not totally open about my sexuality, for fear of exclusion. Don't know if that fear is real."

"As a lesbian who remains 'closeted' in the work place — a co-worker has emphatically stated that homosexuals are inferior and should not be given the same rights as heterosexuals. This individual frequently denounces homosexuality and evokes a great deal of tension between himself and me."

"I have witnessed anti-gay remarks so often in classes that I could not possibly catalogue them."

"I've heard from students that some discredit my teaching and reading assignments on the basis of a presumption of sexual preference. 'She's probably a dyke' has been used to 'explain' why I believe that women are oppressed."

"Anti-lesbian remarks by a staff member as she removed a flyer announcing a lesbian social event."

"Mainly anti-gay comments. Especially striking is the fact that, in a class of 50 or 60 students, someone will make a comment about 'THEM,' apparently unaware that some of 'THEM' sit right in the classroom. Lesbian students have told me of harassment and anti-lesbian comments while passing frat houses. Two students in last summer's class reported being asked, 'Hey, who's the man?' by some 'frat brothers' in front of the George St. house."

"I often wonder what students think about my sexual preference and how they would feel if they knew I am lesbian. I've considered — briefly — coming out in class, and then dismissed the idea. Unfortunately, I feel certain that to do so would hurt my credibility among students, and they would 'shut me out.' I believe that if I were to make my orientation known, that preference would be used to invalidate all that I teach about the exploitation of women. I'm well aware of the damage to one's credibility done by the label 'feminist' — 'lesbian-feminist' transforms quickly into 'man-hater,' and would become the new reason why 'she thinks like that.' (What does *that* say about lesbian oppression?)"

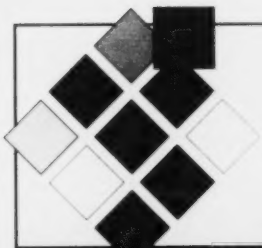
"Staff workers make fun of my [gay] staff, do not like working with them on jobs. I schedule them anyway."

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 Recruitment Faculty and Staff: D6.0
 Release Time for Curriculum Development: B7.9; B2.3
 Religious Groups. Clergy. Access to Facilities and Services: C13.1; Recognition: C13.1; Guides: C13.0
 Reporting of Graffiti: C8.6; Harassment, Crimes and Violence: C8.3, C8.7
 Research Conferences: B7.5
 Research Programs. Joint/Cooperative. Nondiscrimination Policy: D5.0
 Reserve Officers Training Corps: See ROTC
 Residence Life. Employment of Students. Nondiscrimination Policy: C10.0; Programs: C4.2
 Residence Life Staff. Sensitivity Training: C4.3; Targeted Health Advocates Programs: C6.1
 Residential Space, Safe: C4.0; Common Purposes Model: C4.1
 Resources. Brochures: E3.4.2; Instructional Practice: B7.7; International Students: C12.0; Lesbian and Gay Studies: B3.1, B7.2; Libraries: B3.0-B3.4; Orientation Packets: C2.0; Police Liaisons: C8.0; Religious Life: C13.0
 Role Models: C1.1; D7.0
 ROTC. Nondiscrimination Policy: B6.0
 Rutgers College Dean of Students Office. Programming: C1.1
 Rutgers Gay and Lesbian Alumnae/i (Rutgers GALA). Support by University: B5.1
 Rutgers University Foundation. Alumnae/i Funds: B5.2
 Rutgers University Press: B2.9
 Safe Space. Public: C3.0; Recreational: C4.0; Residential: C4.0; Common Purposes Model: C4.1; for Lesbian Students: C3.1
 Scholars. Visiting: B2.4
 Scholarship Fund: B5.2.3, B7.6
 School of Social Work. Training for Peer Counseling Infoline: C9.0
 Search Committee. Coordinator for Lesbian & Gay Concerns: A3.0
 Security Services. Employment of Students. Nondiscrimination Policy: C10.0
 Self-Defense Training for Rape and Harassment Victims: C8.5
 Seminars: B2.2; Publicity: B7.4
 Sensitive Crimes. Victims' Names: C8.2
 Sensitivity. Instructional Practice: B4.0; Discipline System: C11.0
 Sensitivity Training: See Training
 Service in AIDS and Other Service Organizations: B2.7
 Services and Benefits. Employee. Nondiscrimination Policy: D1.0.
 Services, Student: C.0-C17.0
 Sexual Orientation Balance of Advisory Committee: A4.0
 Sexuality, Power, Equality, and Discrimination. Course: B2.7
 Social Events for Students: C1.0
 Social Science Courses. Readings: B2.1
 Social Work, School of. Training for Peer Counseling Infoline: C9.0
 Social Work Courses. Readings: B2.1
 Sociology Courses. Readings: B2.1
 Sororities. Nondiscrimination Policy: C5.2; Publications: E1.0; Sensitivity Training: C5.0
 Sorority Affairs Staff. Targeted Health Advocates Programs: C6.1
 Space, Safe: See Safe Space
 Special Interest Housing: C4.5
 Spousal Relationships: See Domestic Partner Relationships
 Staff (See also Employee; Faculty). Coming Out: D7.0; Survey: A1.0
 Staff Resources. Office for Lesbian and Gay Concerns: A3.0
 Student Activities Offices. Formation of Student Organizations: C16.0
 Student Course Evaluation Forms: B4.3
 Student Governing Associations. Recognition and Funding of Student Organizations: C16.0
 Student Health Plans. Nondiscrimination for Persons with AIDS or HIV Infection: C6.2
 Student Health Services Staff. Formal Orientation Training: C6.3
 Student Life: C1.0-C17.0
 Student Membership on Advisory Committees: A4.0
 Student Organizations. Membership Lists: C16.1; Nondiscrimination Policy: C16.2; Programming: C16.2; Publications E1.0; Recognition and Funding: C16.0
 Student Orientation. Targeted Health Advocates Programs: C6.1
 Student Recruiters. Sensitivity Training: C15.1
 Student Services Offices. Publications.: E1.0
 Students. Employment. Nondiscrimination Policy: C1.3, C10.0; Housing: C4.0; Recruitment Materials: C15.0; Recruitment by Outside Employers. Nondiscrimination Policy: C7.1; Services: C1.0-C17.0; Social Events: C1.0
 Studies Center: A1.0, B2.6; Endowment Fund for Visiting Professorships: B5.2.2; Graduate Certificate Program: B2.6; Guide to Library Resources: B3.1, B7.2; Scholarship Fund: B5.2.3; Special Interest Housing: C4.5; Support Fund: B5.2.1; Undergraduate Major, Minor: B2.6
 Survey of Faculty and Staff: A1.0
 Syllabi. Model: B7.8
 Teaching Assistants. Training Programs: B4.1
 Teaching Methods: See Instructional Practice
 Training. Peer Counseling Infoline: C9.0; Self-Defense: C8.5; Sensitivity. Admissions: C15.1; Athletic Department: C17.0; Career Counseling: C7.3; Counseling Services: C6.3; Employees: D4.0; Financial Aid: C14.1; Fraternities and Sororities: C5.0; Public Safety: C8.0, C8.4; Residence Life: C4.3; Student Health Services: C6.3; Student Recruiters: C15.1; Teaching Assistants: B4.1; Recognition in Performance Reviews: D4.1
 U. S. Immigration and Naturalization Service. Discrimination: C12.0
 Undergraduate Major, Minor: B2.6
 Unions. Publications: E1.0
 Verification of Domestic Partner Relationships: D3.0
 Victims of Rape, Crimes and Harassment. Banning Publication of Names: C8.2; Self-Defense Training: C8.5
 Violent Crimes. Reporting: C8.3, C8.7; Discipline System: C11.1
 Visiting Professors and Scholars: B2.4; Endowment Fund: B5.2.2
 Volunteer Community Service: B2.7
 Women's Communities. Outreach by Police: C8.0
 Workplace. Discrimination and Harassment: A1.0
 Workshops on Instructional Practice: B7.7
 Zimmerli Art Museum: C1.2 ■



Appendices



In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns

Appendix

A

Chronology of Meetings and Events

February 3, 1988, Rutgers University President Edward J. Bloustein meets with Rutgers University Lesbian/Gay Alliance leaders Dan Kaufman, Susan Billmaier, and Ronald A. Nieberding and announces the formation of the President's Select Committee on Sexual Orientation. Associate Dean James D. Anderson is named the Committee's chair.

May 6, 1988, **Full Committee**, Rutgers Club, College Avenue Campus. The Committee changes its name to the President's Select Committee for Lesbian and Gay Concerns

July 20, 1988, **Task Group on Ending Homophobia**, Rutgers Student Center, College Avenue Campus

July 28, 1988, **Task Group on Ending Homophobia**, Rutgers Student Center, College Avenue Campus

August 24, 1988, **Task Group on Ending Homophobia**, Rutgers Student Center, College Avenue Campus

September 20, 1988, **Task Group on Personnel Benefits and Services**, School of Communication, Information and Library Studies, College Avenue Campus

September 28, 1988, **Task Group on University Publications**, Rutgers Student Center, College Avenue Campus

October 3, 1988, **Task Group on Special Concerns of Lesbians**, Community Forum for Women, Douglass College Center, Douglass Campus

October 4, 1988, **Task Group on Curriculum and Academic Affairs**, Rutgers Student Center, College Avenue Campus

October 14, 1988, **Task Group on Student Life and Services**, Rutgers Student Center, College Avenue Campus

October 18, 1988, **Task Group on Special Concerns of People of Color**, Paul Robeson Campus Center, Newark Campus

October 30, 1988, **Task Group on Special Concerns of Lesbians**, Rutgers Student Center, College Avenue Campus

November 2, 1988, **Steering Committee**, Rutgers Student Center, College Avenue Campus

November 2, 1988, **Task Group on Student Life and Services**, Rutgers Student Center, College Avenue Campus

November 4, 1988, **Task Group on Curriculum and Academic Affairs**, School of Communication, Information and Library Studies, College Avenue Campus

November 4, 1988, Meeting with Marianne Gaunt, director, Alexander Library, on resources for lesbian and gay studies in the Rutgers University Libraries

November 9, 1988, **Task Group on Special Concerns of Lesbians**, Douglass College Center, Douglass Campus

November 11, 1988, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus

November 18, 1988, **Task Group on Curriculum and Academic Affairs**, Seminar on Gender Identity and Sexual Orientation for department chairs in the social sciences and humanities, Brower Commons, College Avenue Campus

November 30, 1988, **Steering Committee**, Geology Hall, College Avenue Campus

December 9, 1988, **Colloquium for Liaisons** sponsored by the Task Groups on Ending Homophobia and Student Life and Services, Rutgers Club, College Avenue Campus

December 14, 1988, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus

December 16, 1988, **Task Group on Curriculum and Academic Affairs**, Rutgers Student Center, College Avenue Campus

December 21, 1988, **Report to President Bloustein and the Common Purposes Executive Committee** by chairperson on the work of the Select Committee.

January 3, 1989, **Survey Planning Committee**, Geology Hall, College Avenue Campus

January 10, 1989, **Survey Planning Committee**, Geology Hall, College Avenue Campus

January 19, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus

January 26, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus

February 1, 1989, **Select Committee Open Forum**, Rutgers Student Center, New Brunswick Campus

February 10, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus

February 23, 1989, **Task Group on Special Concerns of Lesbians**, Douglass College Center, Douglass Campus

March 8, 1989, **Task Group on Special Concerns of the Camden Campus**, Campus Center, Camden

March 9, 1989, **Select Committee Open Forum**, Paul Robeson Center, Newark Campus

March 14, 1989, **Task Group on Student Life and Services**, Busch Campus Student Center, Busch Campus

March 17, 1989, **Task Group on Special Concerns of People of Color**, Paul Robeson Center, Newark Campus

The Select Committee held a total of 71 meetings, including:

- 4 meetings of the full Committee
- 31 task group meetings
- 19 steering committee meetings
- 17 special meetings.

Among the special meetings were open forums on each main campus, a university-wide gathering of collegiate, school and faculty liaisons for lesbian and gay concerns, a curriculum and research symposium for representatives of major social science and humanities disciplines, and meetings with heads of university services, outside groups, and the media.

- March 18, 1989, The New Jersey Lesbian and Gay Coalition presents their 1989 "**Lesbian and Gay Achievement Award**" to Select Committee members Susan Billmaier, Dan Kaufman, and Ronald A. Nieberding for their contributions leading to the creation of the Select Committee. Asbury Park, New Jersey
- March 22, 1989, Meeting with Marianne Gaunt, director, Alexander Library and other librarians.
- March 22, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus
- March 31, 1989, **Task Group on Curriculum and Academic Affairs**, School of Communication, Information and Library Studies, College Avenue Campus
- April 1989, Distribution of **Faculty and Staff Survey** on all Rutgers Campuses
- April 5, 1989, **Task Group on Ending Homophobia**, Rutgers Student Center, College Avenue Campus
- April 7, 1989, **Task Group on Personnel Benefits and Services**, School of Communication, Information and Library Studies, College Avenue Campus
- April 8, 1989, Workshop on "Organizing for Political and Institutional Change: the Rutgers Experience" led by Ronald A. Nieberding at Gay Activist Alliance in Morris County's statewide United '89 Conference
- April 14, 1989, Panel presentations at One-In-Ten Conference: Lesbian, Gay and Bisexual Adolescents and Adults: Treatment, Education and Outreach Issues, by Ann Wilson and Hilda Hidalgo
- April 20, 1989, **Task Group on Special Concerns of the Newark Campus**, Paul Robeson Center, Newark Campus
- April 24, 1989, **Task Group on University Publications**, School of Communication, Information and Library Studies, College Avenue Campus
- April 26, 1989, Committee representatives James Anderson, Ann Wilson, Ronald A. Nieberding discuss the work of the Committee with the Bell Communications Research's (Bellcore) Sexual Orientation Equality Committee
- April 27, 1989, **Task Group on Student Life and Services**, meeting with Leslie Scoville, assistant vice president for public safety, Rutgers Club, College Avenue Campus
- April 28, 1989, Committee representatives James Anderson, Ann Cosgrove, Ronald A. Nieberding discuss Committee's work with students, faculty and administrators at Princeton University's Mathey College Anti-Homophobia Discussion Group
- May 1989, **Resources Survey** sent to over 100 officials in various university offices
- May 1, 1989, **Task Group on Special Concerns of the Camden Campus**, Camden.
- May 2, 1989, Common Purposes Committee awards grants to the Rutgers University Lesbian/Gay Alliance for projects to reduce homophobia/heterosexism on campus
- May 3, 1989, **Select Committee Open Forum**, Camden Campus Center, Camden Campus
- May 4, 1989, Committee representatives Anderson and Nieberding discuss the work of the Committee with the Rutgers University Lesbian/Gay Alliance (RULGA)
- May 5, 1989, **Task Group on Student Life and Services**, meeting with fraternity and sorority affairs representatives, Rutgers Student Center, College Avenue Campus
- May 11, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus
- May 17, 1989, Committee representatives Anderson and Nieberding discuss the work of the Committee with the Organization for Gay Awareness, Maplewood, NJ.
- June 1, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus
- June 7, 1989, Select Committee hosts the founding meeting of the **Rutgers University Gay and Lesbian Alumni/ae** (Rutgers GALA), Rutgers Club, College Avenue Campus
- June 13, 1989, **Task Group on Student Life and Services**, meeting with housing and residence life administrators, Rutgers Club, College Avenue Campus
- June 15, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus
- June 21, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus
- June 30, Meeting with representatives of the City of New Brunswick Police Department
- July 10, 1989, **Steering Committee**, School of Communication, Information and Library Studies, College Avenue Campus
- July 14, 1989, **Task Group on Student Life and Services**, meeting with Theresa Loser, associate dean for fraternity and sorority affairs, Bishop House, College Avenue Campus
- August 1, 1989, Committee representatives James Anderson, Cheryl Clarke and Ronald A. Nieberding meet with New Brunswick Deans of Students, Provosts Office, College Avenue Campus.
- August 14, 1989, **Task Group on Student Life and Services**, meeting with representative of the Metropolitan Community Church, Douglass Campus
- August 15, 1989, **Task Group on Student Life and Services**, meeting with representatives of the Center for International Faculty and Student Services, College Avenue Campus
- August 30, 1989, **Steering Committee**, School of Communication, Information, and Library Studies, College Avenue Campus
- September 11, 1989, **Full Committee**, Busch Student Center, Busch Campus
- September 14, 1989, **Steering Committee**, School of Communication, Information, and Library Studies, College Avenue Campus
- September 25, 1989, **Full Committee**, Rutgers Student Center, College Avenue Campus
- October 2, 1989, **Steering Committee**, School of Communication, Information, and Library Studies, College Avenue Campus
- October 16, 1989, **Full Committee**, Rutgers Student Center, College Avenue Campus
- October 20, 1989, **Steering Committee**, School of Communication, Information, and Library Studies, College Avenue Campus
- November 9, 1989, Presentation of the final report of the Select Committee to Rutgers University President Edward J. Bloustein ■

Appendix Task Group Members

B

Task Group on Curriculum and Academic Affairs

Chair: Robert Jeffers

Select Committee Members: John Bronzan; Nathan J. Cotler; Thomas Edwards; John Gillis; Hilda Hidalgo; Catharine R. Stimpson; Ronald A. Nieberding.

Elizabeth Casparian, former coordinator, Sexual Health Education, Department of Health Education

John Graham, professor, Department of Economics, Newark

Marcia Ian, assistant professor, Department of English

John Robinson, professor, Department of English

Anita Sicroff, assistant professor, Program in American Language Studies

Task Group on Ending Homophobia

Chair: Ann Wilson

Select Committee Members: Dennis Benson; Susan Billmaier; John Bronzan; Susan Cavin; Cheryl Clarke; Nathan J. Cotler; James Credle; John E. Creedon; Tom DiValerio; Lee Gidding; Dan Kaufman; Wanda Maximilien; Carolynne Murphy; Ronald A. Nieberding; Kenneth Roy.

Elizabeth Casparian, former coordinator, Sexual Health Education, Department of Health Education

Polly McLaughlin, coordinator, Health Education and Alcohol Assistance Program for Students, Newark

Gina Rosich, Rutgers College, 1991, past co-president, RULGA

Barbara Schroder, research analyst, Office of Institutional Research

Anita Sicroff, assistant professor, Program in American Language Studies

Mark Wilson, Livingston College, 1989, past co-president, RULGA

Task Group on the Special Concerns of Lesbians

Co-Chairs: Susan Billmaier; Susan Cavin

Select Committee Member: Wanda Maximilien

Sally Nadler, University College, 1991

Sharice Richardson, Rutgers College, 1992, treasurer, RULGA

Anita Sicroff, assistant professor, Program in American Language Studies

Task Group on the Special Concerns of People of Color

Co-Chairs: James Credle; Ken Roy

Select Committee Members: Susan Billmaier; Susan Cavin; Hilda Hidalgo; Ronald A. Nieberding.

Gavin Morrow-Hall, University College-Newark Student Leader, Gay and Lesbian Alliance, Newark (GALA)

Task Group on Personnel Benefits and Services

Chair: James Anderson

Select Committee Members: Nathan J. Cotler; Lee Gidding; Hilda Hidalgo; Robert Jeffers.

William Derbyshire, chair, Slavic Section, Department of Chinese, Comparative Literature and Slavic Languages

Barbara Schroder, research analyst, Office of Institutional Research

Task Group on Student Life and Services

Chair: Ronald A. Nieberding

Select Committee Members: Nathan J. Cotler; John E. Creedon; Michele Jardine; Thomas M. Thompson; Carolynne Murphy.

Polly McLaughlin, coordinator of Health Education and Alcohol Assistance Program for Students, Newark

Mark Smith, Rutgers College, 1990

Task Group on University Publications

Chair: Dennis Benson

Select Committee Members: James Anderson; Nathan J. Cotler; Lee Gidding; Ronald A. Nieberding; Ann Wilson.

Task Group on the Special Concerns of the Camden Campus

Chair: Thomas DiValerio

Mary Clapper, co-editor, *The MNEME*; president, Student Congress

Tyrone McCombs, co-editor, *The MNEME*; vice president, Student Congress

K.C. Dietsch, administrative assistant, Instructional Media Services

Task Group on the Special Concerns of the Newark Campus

Chair: James Credle

Select Committee Members: Hilda Hidalgo.

John Faulstich, dean of students, FAS, Newark

Polly McLaughlin, coordinator, Health Education and Alcohol Assistance Program for Students, Newark

Patricia Rotonda, assistant dean of student services, Graduate School of Management

David Souleles, former coordinator, Sexual Health Program, Newark Campus

Debbie Young, Law School, Newark, 1990, coordinator, Rutgers Law School Lesbian/Gay Male Caucus. ■

A National Survey of Lesbian and Gay College Programs

Appendix



The following case studies are in no way exhaustive but are an attempt to show the diversity of programs and approaches that are being taken by American colleges and universities. Programs at Rutgers University are described in the section "**Other Rutgers University Initiatives**" which begins on page 34. A contact name and address is given for each program, the first time the contact is listed. The heading "decisionmaking" refers to either 1) how the program came to be established, 2) its internal governance, or 3) the reporting structure within the university. The heading "size" refers first to the number of students attending the institution and second, if known, to the number affected by the program.

If you have additional information on creative approaches, strategies, or programs for combatting prejudice, hate crimes, or homophobia; for serving the needs of lesbian and gay students; or for developing model curricula, please share them with us.

Offices and Programs for Lesbian/Gay/Bisexual Concerns

1. University of Massachusetts-Amherst

Felice Yeskel, coordinator
Program for Gay, Lesbian and Bisexual Concerns
117 Cance Hall / SW
University of Massachusetts
Amherst, MA 01003
413/545-4824

Summary: The Program for Gay, Lesbian and Bisexual Concerns advocates for students; coordinates and runs education and outreach programs and training sessions for students and for staff from residence halls, university mental health services, student health services, and campus police; and works to increase library holdings and improve housing options for gay and lesbian students.

The libraries and audio-visual departments have increased their holdings of lesbian and gay materials. An identified lesbian/gay therapist has been hired by the mental health program. A faculty/staff group meets bimonthly to discuss ways to increase faculty awareness. Yeskel also reports that since the program's establishment homophobic incidents have increased 20 fold. She feels that this is due in part to the increased reporting of incidents.

Date Initiated: 1985.

Institutional Support: Yeskel holds a full-time position. Beginning in fall 1989 two teaching assistants will also be working with the program as well as work study students. The program has two phone lines. Furthermore, the Chancellor has issued an anti-discrimination statement for the

Amherst campus.

Funding: Office of the Dean of Students. Some funding for presenting programs comes out of a central budget.

Budget: The complete annual budget is \$40,000.00.

Goals: The program was established by the Chancellor's Executive Committee as part of an effort to create a more positive environment and increase understanding of the realities of life for lesbian, gay, and bisexual people.

Publications: The excellent study, "The Consequences of Being Gay: A Report on the Quality of Life for Lesbian, Gay and Bisexual Students at the University of Massachusetts at Amherst," by Felice Yeskel (June 1985, 70 p.). A brochure describing the program is available as are pamphlets and posters designed to combat homophobia.

Decisionmaking: The program enjoys a substantial amount of autonomy with respect to its priorities, financial expenditures, and allocation of human resources. It is a part of the Office of the Dean of Students, which is within the Office of Student Affairs. The faculty and staff group serves as an informal advisory board.

Size: 25,000 students. During the first eight months of the 1985-1986 school year approximately 120 individuals contacted the program per month (drop-in and phone).

2. University of Michigan-Ann Arbor

Jim Toy, MSW, gay male programs coordinator
Billie Edwards, lesbian programs coordinator
Lesbian-Gay Male Programs Office
3118 Michigan Union, University of Michigan

Ann Arbor, MI 48109-1349
313/763-4186

Summary: The Lesbian-Gay Male Programs Office has two full-time positions: the lesbian programs coordinator and the gay male programs coordinator. In addition, there are two part-time workers and a 1/2 time administrative assistant. The Office provides professional and peer counseling and referrals for students, staff, and faculty; education concerning sexual orientation, including discrimination and harassment and in-service workshops for helping professionals and their organizations; support and intervention for human and civil rights, including lesbian/gay rights' advocacy within the University system and community consultation services for lesbian and gay male groups; and information about lesbian and gay male groups and resources.

The Office is not an "umbrella" agency for student groups, but instead serves as a consultant to student groups and helps them strategize about how to advance toward their chosen goals.

The University had a harassment policy that prohibited verbal harassment by students on the basis of sex, race, sexual orientation, and other categories. A similar policy for staff and faculty members is currently "on hold." In August 1989, Michigan courts ruled that the policy violated principles of freedom of speech. A new policy is currently being developed.

The Office was instrumental in starting a university-wide Task Force on Sexual Orientation which oversees the University's Presidential Policy Statement on Sexual Orientation [nondiscrimination], educates the campus about the policy, and tries to enforce it. The Office provides panels in classes including a workshop on lesbian and gay issues for all medical students. As of this year, the Office provides workshops to all athletic trainers at the University.

Date Initiated: In the early 1970s lesbian and gay students requested that the University provide them with an office similar to the ones provided to African-Americans and women. By the fall of 1971 an office of lesbian and gay concerns was established, but it was not until 1987 that the coordinators received full-time salaries.

Funding: All funds are provided from the University's "General Fund" through legislative appropriation. The budget requests are made through the University's Budget Committee by

the vice president for student services.

Budget: As of 1989-90, the annual budget is \$62,000 for the coordinators' salaries; \$20,000 for part-time salaries for a 30 hour/week administrative assistant, a 10/hour a week office assistant, various clerical employees who are work-study students, and 2 people hired for 15 hours/week each to administer the Educational Outreach Program; and \$15,500 for "current expenses" such as telephones, postage, printing, etc.

Goals: "We exist to promote an open and supportive environment whereby any sexual orientation is experienced as a positive aspect of individual identity" — *Lesbian-Gay Male Program Office*, a pamphlet published by the Office.

Publications: Pamphlets on the program and a brochure listing all groups that serve the University and the community have been developed.

Decisionmaking: Although it is not bureaucratically a part of Counseling Services, the program reports to the director of Counseling Services, who is responsible to the vice president for student services.

Size: 35,000 students. The office handles 3500 (phone/in-person) contacts per year: 2000 educational, 500 counseling, 1000 other services.

3. University of Pennsylvania

Bob Schoenberg, assistant director of student life programs

Program for Lesbian, Gay, and Bisexual Students
110 Houston Hall, University of Pennsylvania
Philadelphia, PA 19104-6306
215/898-5044

Summary: Schoenberg's position within the Office of Student Life performs the function of a university counseling service. He spends three days/week at Student Life and two days/week counseling. All of his work involves lesbian/gay issues. He is the centrally identified figure that everyone on campus can contact. Schoenberg has an unpaid intern who works 2-3 days per week and one or two work-study students a semester. A second staff person has recently been hired who works two days/week in student life and one day/week in the university counseling service.

The University offers both individual and group counseling as well as referral services. Each year it hosts a three-day retreat for lesbian/gay students, faculty, and alumnae/i. The program provides advocacy services within the University on behalf of lesbian, gay, and bisexual people and offers counsel to those who feel they have been harassed or discriminated against on the basis of sexual orientation. The Lesbian/Gay/

Bisexual Alliance (LGBA) and Schoenberg provide outreach programs to anyone who requests them. There are ongoing programs in the residence halls. Furthermore, the program helps sponsor major University events, such as AIDS Awareness Week, Lesbian and Gay Awareness Week, and periodical public forums on a variety of topics.

Although not conclusively attributable to the program, no anti-lesbian/gay violence has been reported since the creation of Schoenberg's position.

Date Initiated: 1982.

Institutional Support: A strong University statement against all types of discrimination has existed since 1978.

Funding: The program is a joint effort of the Office of Student Life and the Office of Counseling and receives funding from both.

Publications: A summary of the program is available.

Size: 20,000 students.

4. Mankato State University

Jeanne Burkhart and Donald Craig
Counseling Center
Alternative Lifestyles Program
Box 4, MSU, Mankato, MN 56001
507/389-1455

Summary: The Alternative Lifestyles Program (ALP) provides services to sexual minorities, their families, and friends. Services include support groups; resources and referrals; a lesbian, gay, bisexual student lounge; social and political networking; and educational programming. The goal of the program is primarily educational outreach to the community at-large, the University community, and the sexual minority communities. The program is the only resource available for lesbians and gay men in a seven county region in southwest Minnesota for social/political networking.

Date Initiated: 1973.

Institutional Support: The University provides a half-time graduate assistant, a supervisor from the Counseling Center, and limited monies for programming.

Funding: Counseling Center budget.

Budget: Only the graduate assistant's salary (\$3,500) is allocated specifically to the program.

Decisionmaking: The program originated because the University wanted to retain a dynamic gay professional on staff. The position

was reduced to a graduate assistant after he left. The graduate assistant reports to the Counseling Center which is part of the Office of Student Affairs.

Size: 17,000 students.

Staff Training

5. Stanford University

Michael Ramsey-Perez
Student Organization Services
PO Box 2354
Stanford University
Stanford, CA 94309
415/723-3542

Summary: The University strongly supports lesbian, gay and bisexual staff and faculty and "affirms people who are true to themselves."

The University actively recruits openly lesbian and gay men to be Resident Fellows and Resident Assistants (RA's). All RA's receive an entire day of training to sensitize them to sexuality and alternative lifestyle issues. During one section of the training, groups of ten RA's meet with lesbians and gays who talk about their experiences. The group then participates in a simulated lesbian/gay speakers bureau. Some group members play the roles of various questioners, including religious fundamentalists and incoming students who are confused about their sexualities.

The personnel department also has a "Homosexuality 101" workshop for staff members.

Date Initiated: 1985.

Funding: The Office of Residential Education provides funding for the RA sensitivity training.

Decisionmaking: Although the University has hired openly lesbian and gay residence life staff in the past, it had not explicitly requested that lesbians and gays apply. After discussions with the Gay and Lesbian Alliance, the Office of Residential Education began recruiting lesbians and gays as well as other minorities. Letters and advertisements were used to explain the new recruitment policy.

Size: 6,500 undergraduate and 6,500 graduate students. 170 RA's and 50 RF's and many staff members have completed the program.

6. University of North Dakota

Maryanne Lustgraaf
Box 8136, Memorial Union
University of North Dakota

Grand Forks, ND 58202
701/777-3926

Summary: The Cultural Awareness Committee (CAC) sponsors awareness programs on heterosexism and homophobia, as well as racism, sexism, anti-semitism, and other forms of prejudice. All mental health counselors are expected to have sensitivity to and training in sexual orientation issues. Each year the University provides voluntary sensitivity training for all staff. All University police officers are asked by their chief to attend homophobia presentations, and all faculty, student life staff, and administrators are invited. Additionally, the Committee serves as a resource for integrating human relations material into existing curricula. For three of the past four years one training session with about fifty participants each was held by CAC on homophobia.

Date Initiated: CAC was formed in 1981; the campus lesbian/gay student group was reconstituted in 1986.

Funding: The University Fee Committee allocates student fee money for the sensitivity training programs.

Budget: Approximately \$4000 per year for all training, of which homophobia is but one program.

Publications: Pamphlets describing CAC are available. An annual lesbian/gay resource guide is published and mailed to all faculty.

Size: 12,000 students.

Housing

7. Stanford University

Dr. Rodger Whitney, assistant dean of student affairs and director, Stanford Housing Center
Stanford Housing Center
Old Union Building, Rm. 110
Stanford University, Stanford, CA 94305
415/725-2810

Summary: In general, couples must be "legally married under California law" to receive family housing, however the University does make allowances for couples who cannot marry under California law for whatever reason, including because the couple is gay or lesbian. If both members of a lesbian or gay couple are Stanford students, they may be assigned together in single student housing through the regular assignment procedures available for all single students. The apartment would be equal to that received by a student in family housing. If both

members are not students, they can apply for special consideration to receive family housing. Since 1987, about three lesbian or gay couples have been placed together in family housing through the policy.

Date Initiated: In the fall of 1987 the special consideration clause was made explicit. An earlier informal clause had existed for some time.

Institutional Support: The statement about special consideration serves as a message to lesbian and gay students to petition for family housing.

Goals: To create a flexible housing policy that accommodates special cases without singling out any particular group.

Publications: The statement about family housing eligibility is included in the graduate residence book. The policy does not explicitly state that it includes lesbian and gay couples, however the Housing Center decided to publicize its "special consideration clause" after the lesbian/gay student alliance raised the issue.

Decisionmaking: After a petition for special consideration is received, the Housing Center tries to determine whether the relationship is equivalent to a marriage. They consider such things as joint finances, joint tax statements, and length of relationship.

Stanford chooses not to single out one particular group, such as lesbians and gays, for special consideration. Their current policy allows for special consideration of any case, such as heterosexuals who cannot marry for religious reasons.

Size: 13,500 students, 8,700 in University Housing.

Evaluation/Review Process: Although some lesbian and gay students at Stanford are asking the University to make their policy on housing for gay and lesbian couples more explicit and more widely publicized, the University is proceeding cautiously.

8. Yale University

Karen Colburn, property manager
Graduate Housing
Yale University, New Haven, CT 06520
203/432-2160

Summary: Yale allows gay and lesbian couples to live together in family housing. They place them using the same procedure as they do for any other couples. No proof of relationship is required. The Yale Board of Trustees approved a nondiscrimination policy which covers sexual orientation in the areas of admissions, educational

programs, and employment.

Date Initiated: 1987

Goals: To make family housing available to all Yale graduate students regardless of sexual orientation or marital status.

Results: Since Yale does not inquire about the nature of the "spousal" relationship, they have no statistics documenting the number of lesbian or gay couples that have been placed.

Decisionmaking: All applications for family housing use the general category "spouse." Yale does not check for any verification of the nature of the spousal relationship.

Size: 11,000 students. Few gay or lesbian couples apply for family housing; usually all applicants are placed.

9. University of North Dakota

See entry 6 for staff contact

Summary: Unmarried graduate and undergraduate students of the same sex are allowed to live in University apartments. Although this policy was not designed specifically to accommodate lesbian and gay couples, the University's nondiscrimination policy prohibits the exclusion of such couples from University housing because of their sexual orientation. This policy has allowed some lesbian and gay couples to live together in University housing including both family units and individual units. Unmarried heterosexual couples, however, may not live together in university housing. Although lesbian and gay couples have been provided with family housing, the number of couples served is unknown since the University operates under the assumption that everyone is heterosexual.

Date Initiated: About 1983.

Decisionmaking: The Housing Department determines housing placements. The director of housing approved the original decision to allow some family housing to be used as apartments for same-sex couples.

Size: 12,000 students

10. University of Massachusetts-Amherst

See entry 1 for staff contact.

Summary: Although Social Diversity Halls within the dorms are not solely for lesbians and gays, they provide living areas where students are open and accepting of diversity. Students residing in these halls must take a course dealing with issues of diversity.

11. University of Pennsylvania

Department of Residential Living
University of Pennsylvania
3901 Locust Walk
Philadelphia, PA 19104-6180
215/898-3547

Summary: Gay/lesbian students, like other special interest students, can request "cluster housing" which would group them together within a dorm; but, they do not have their own house or own floor. There was fear on the part of the administration that separate housing might increase homophobic activities.

Benefits

12. California State University-Northridge

Dick Scott
University Student Union, 18111 Nordhoff St.
Northridge, CA 91330
818/885-2491

Summary: The Student Union, which is a separate corporation from the University, defines "immediate family" as "close relative or other person residing in the employee's household." Under this policy an employee may take a sick day to care for a same-sex domestic partner who is sick. Likewise, an employee may take funeral leave when a same-sex domestic partner dies. Unfortunately, health care providers will not honor the Union's definition of immediate family.

Date Initiated: July 1, 1986

Decisionmaking: Until 1986 the Student Union contracted with the State for the provision of employee benefit packages. When the Union decided to begin providing its own benefit packages, the Union agreed to create a situation whereby lesbian and gay employees could receive the same benefits as heterosexual employees and established the flexible definition of "immediate family."

Size: The immediate family policy currently covers 31 employees.

13. University of North Dakota

See Entry 6 for staff contact.

Summary: The Student Union provides identification cards to the significant others/families of University students. Students request as many cards as they want for their significant others. Students are allowed to define their own families, so no proof of relationship is required. These cards provide the cardholder with student

benefits, such as free or reduced admission at University events and Student Union services. Cards are revalidated each semester.

Date Initiated: 1985

Funding: Student fees and the student union.

Budget: \$200 or less for running the entire program. The program actually brings in more revenue than it costs.

Goals: To allow students to define their own significant others and thus minimize discrimination on the basis of sexual orientation.

Decisionmaking: Although there has been no abuse of the system to date, if someone did request an inordinate number of cards and changed them frequently, they would be referred to an administrator of the student union who would remind him or her that "significant other" is intended to cover familial-type relationships only.

The Student Union and the Programming Council jointly decided to allow students to define their own families. This decision came about through the recognition that many UND students are older, non-traditional students who have families, and that "family" is defined in a variety of ways. The program was aimed specifically at two groups, lesbians and gays, and Native Americans. The former group was targeted because of the UND's commitment to nondiscrimination. The latter group was targeted because of the recognition that many Native Americans live in extended families. Furthermore since the card program allows family members to receive Student Union services at a reduced student rate, it encourages the use of the Student Union by people who would otherwise not use it at all, thus generating revenue.

Size: 12,000 students.

Fraternities and Sororities

14. Lambda Delta Lambda, University of California, Los Angeles

Laura Bajuk, advisor to sororities, including Lambda Delta Lambda
118 MG-405 Hillgard
University of California, Los Angeles
Los Angeles, CA 90024-1376
213/825-6322

Summary: Lambda Delta Lambda (LDL) is a sorority in which women can be open about their sexual orientation. Although the sorority is known as the "lesbian sorority," it includes

heterosexual members as well. LDL is an officially recognized organization and follows the University's nondiscrimination policy which includes nondiscrimination on the basis of sexual orientation. The group functions like other sororities: it provides a long-term support group for its members, functions as a social group, and does a variety of community service projects.

LDL does not have a chapter house, which is true for most recently formed sororities and fraternities. Only about a third of Greek organizations have chapter houses, mostly from the period before the dramatic rise in Los Angeles real estate prices. UCLA also has an officially recognized gay fraternity.

Date Initiated: LDL was recognized in February 1988.

Institutional Support: LDL is supported by the Office of Fraternity and Sorority Relations. As an officially recognized group, it has the privileges and responsibilities of any other officially recognized student organization.

Funding: Member dues and student programs money.

Decisionmaking: A group of 8 to 9 women had become close friends and decided that they were "like a sorority" so they decided to start one. They contacted the Office of Fraternity and Sorority Relations about forming a sorority where they could be open about their sexualities. University policy allows any group of three or more students to form a sorority or fraternity. The sorority elects officers and has a staff advisor as well as an alumnus advisor.

Size: LDL consists of approximately 24 women.

15. Delta Lambda Phi, National Social Fraternity

Vernon L. Strickland III, Esquire
Box 57184, Washington, DC 20037
202/857-8026

Summary: Delta Lambda Phi (DLP) is a gay and bisexual men's college fraternity.

Date Initiated: October 1986.

Institutional Support: Chapters are recognized at UCLA, San Diego State, San Francisco State, California State at Sacramento, Florida State, the University of Houston, the University of Minnesota, and the University of Nevada at Las Vegas.

Funding: Membership dues.

Goals: To provide dignified and purposeful social and recreational activities for progressive men, to lead in determining the role of individual men in society, and to improve the image of

sexual minorities.

Publications: *The Centaur* newsletter, the fraternity handbook, and Pledge Lecture Series.

Decisionmaking: A national corporation with a board of directors, consisting of 6 elected directors, is responsible for the direction of the affairs, the funds, and the policies of the fraternity. Each local chapter, however, is considered "a semi-autonomous field office of the corporate entity." Chapters are provided with a model constitution and bylaws.

The board of directors carries out a review process through chapter reporting procedures. "Approximately every two years a national convention is held, and chapter delegates meet with the Board to review Fraternity policy.

"Membership is open to men of all races, colors, creed, irrespective of sexual preference, upon the approval of the respective chapter and after fulfilling the membership requirements prescribed by the National Fraternity" (DLP brochure).

Size: 500 members nationwide.

Alumnae/i Groups

16. Lambda Alumni Association, University of California, Los Angeles

Ramona Cortes Garza, director of outreach programming

UCLA Council of Support Organizations, James West Alumni Center
405 Hillgard Avenue, Los Angeles, CA 90024
213/825-3901

Summary: The Lambda Alumni Association of UCLA (LAA) is the organization representing UCLA gay and lesbian alumnae/i. The UCLA Alumni Association decided that it was not changing demographically at the same rate as the University. Consequently, various groups, including gays and lesbians, were widely under-represented within the Association.

Cortes Garza was hired by the Council of Support Organizations, an affiliate of the Alumni Association, to start the new support groups, including the Lambda Alumni Group for lesbians and gays as well as groups for Asians and Pacific Islanders, Native Americans, Blacks, and Latinos. After identifying alumnae/i volunteers interested in starting the groups, she tried to find methods to involve alumnae/i who had not previously participated in the Association's activities. When the new alumni/ae groups were first starting, she provided direction and guid-

ance. The first phase entailed identifying key volunteers who would evolve into the leadership of the group, providing information on the affiliation process, formulating agendas, assisting in the planning of activities, and providing access to university publications. Now that the groups have been established, the second phase will focus on increasing membership, identifying volunteer opportunities, leadership development, and ensuring the groups' viability. Along with this effort, she will work on program areas within the Association to increase representation and participation by the members of the various groups.

Date Initiated: Garza was hired September 28, 1988. LAA was established December 6, 1988.

Institutional Support: The Alumni Association provides a director of outreach programming to help LAA, as well as the other alumni/ae groups, with meetings, mailings, fundraising, and strategies.

Funding: LAA is supported by membership fees as follows: \$15 alumni/ae and associate (non-alumni/ae) members, \$50 sustaining members, \$100 donors, \$250 benefactors, and \$5 student members.

Budget: During LAA's initial phase of growth, the UCLA Alumni Association supported the group with mass mailings, meeting rooms, a welcoming reception, and publicity. LAA is in the process of developing its own budget.

Goals: "The purpose of the Lambda Alumni Group is to support and promote the interest of the University of California, Los Angeles and its alumni, with a focus on issues specific to gays and lesbians. The Association shall endeavor to benefit its members as well as to facilitate a greater involvement on the part of lesbian and gay alumni in the concerns of UCLA" — *UCLA-LAA Bylaws*.

Publications: *The Lambda News Alumni Letter*.

Decisionmaking: The Lambda Alumni Group elects its own officers, plans its own agendas and activities, publishes its own newsletter, and maintains its own mailing list.

Size: Over 23,00 students attend UCLA. The Council of Support Organizations has over 100 alumnae/i support groups and the Alumni Association has approximately 50,000 members. LAA has 650 members.

Task Forces

17. University of Illinois at Urbana-Champaign

Clarence Shelley, assistant vice chancellor for students affairs

University of Illinois, Urbana, IL 61801
217/333-1300

Summary: The task force was formed to look at quality of life issues for gays/lesbians on campus. The task force was appointed by the University Chancellor, Thomas E. Everhart. Its 21 members included 4 faculty, 10 staff, 3 undergraduates, and 4 graduate/law students. The task force made recommendations to the Chancellor on the establishment of a full-time academic professional position within the Office of Academic Affirmative Action and the full implementation of the nondiscrimination policy.

The task force report documented the existence of discrimination against gays and lesbians and the existence of fear and ignorance on the UIUC campus. Additionally, the Report stated that although efforts are being made, educational programs and services that address sexual orientation need to be better coordinated and more accessible to the community.

Since the release of the report several changes have been implemented at UIUC. Although no full-time professional has been hired to deal with lesbian and gay issues, the Chancellor's Council to Combat Discrimination now refers complaints dealing with lesbian and gay issues to the appropriate office on campus depending on the nature of the complaint. There are three lesbian and gay members on the council.

Sexual orientation is included in the Campus Code on Student Conduct as a "category of focus." In other words, the Code states that it is "inappropriate" to discriminate against gays and lesbians, although it is still not illegal to do so, since sexual orientation is not a "protected class" at the University or in the state of Illinois. However, the city of Urbana does have an ordinance prohibiting discrimination on the basis of sexual orientation.

Kevin Berrill of the National Gay and Lesbian Task Force conducted three days of sensitivity training with all staff and administrators. He will return to conduct sensitivity training for the residence life program, police, fraternities and sororities. Additionally, the University is considering hiring an openly gay

or lesbian counselor.

The University is developing a Crisis Intervention Team which will seek out students who have problems and complaints. The team will encourage lesbian and gay students to report grievances and then it will bring all parties together for resolution.

Date Initiated: February 1986.

Funding: The Chancellor's Office.

Budget: No set budget was determined. The total research project and task group report cost \$1,500-1,700. The cost was minimal due to the large number of volunteers. Due to the qualitative and sensitive nature of the data collected, the task force decided not to use the UIUC Research Department.

Goals: "The Campus-Wide Task Force on Sexual Orientation was charged by the Chancellor to 'investigate and document' the campus climate as it exists for gays and lesbians, and recommend 'a process of social education to improve conditions on this campus for members of the gay and lesbian community'" — Chancellor Thomas E. Everhart in an April 27, 1987 press release.

Publications: "The Report of the Chancellor's Campus-Wide Task Force on Sexual Orientation" submitted by Mary Ellen O'Shaughnessey. The report includes the results of two surveys. The first was a random survey of UIUC community members that assessed the extent of homophobia on campus. The second survey was administered to a group of self-identified lesbians and gays. It asked about experiences of discrimination and perceptions of the campus climate for lesbians and gays.

Decisionmaking: A student who had a grievance became president of the student lesbian/gay alliance and subsequently used his position to formalize his complaint. Out of this situation, the task force was created.

Size: 33,000 students, including 8,000 graduate students.

18. Vassar College

Pat Wallace

English Department, Box #437, Vassar College,
Raymond Avenue,
Poughkeepsie, NY 12601
914/437-7000

Summary: President Fergusson of Vassar College appointed the Task Force to Assess the Quality of Life for Gay, Lesbian and Bisexual Members of the Vassar College Community. The task force made recommendations in three areas:

academic and curricular affairs, quality of life, and issues around AIDS and discrimination against people who are HIV positive. Members of the task force include faculty, staff, and students. The recommendations of the task force are currently under consideration by the administration. Their final report will be released in September 1989. A committee has been formed to address whether to create a lesbian/gay alumnae/i group.

The College has adopted an anti-harassment statement that says harassment can take many forms and is a violation of the college community. Harassment on the basis of sexual orientation is explicitly included in the policy.

Date Initiated: 1988.

Funding: Office of the President.

Budget: \$1,500 was allocated for the task force, including student wages for research.

Publications: The final report is being written by a student and will be released in September 1989.

Decisionmaking: A large number of students, faculty, and staff sent a letter to the president of the college documenting harassment and discrimination against lesbians and gays as well as the exclusion of the lesbian and gay experience from the curriculum. They requested that Vassar fully live up to its commitment to nondiscrimination and the values of a liberal arts education. In response the task force was formed by the president.

Size: About 2,250 students.

Intolerance Policy/Homophobia Reduction

19. Pennsylvania State University

Ms. Pat Peterson, assistant vice president for campus life

135 Boucke, Pennsylvania State University
University Park, PA 16802
814/865-0181

Summary: In the fall of 1987, the University adopted a model for managing acts of intolerance, enacted an intolerance policy, and initiated a consciousness-raising campaign which included three posters. The first poster simply stated, "Racism has no place at Penn State." The next poster stated, "Do something about it - Report it." The third poster stated, "Homophobia has no place at Penn State."

The first attempt at an intolerance policy encountered problems because some students

interpreted it to mean that the University prohibited intolerance and intolerant statements. After a homophobic incident for which the University could take no disciplinary action, the need for clarification became apparent. Consequently, the University is in the process of re-writing the intolerance policy that basically states that if a student violates University rules, and the violation was motivated by intolerance, then he or she will receive a stiffer penalty. The University is attempting to reconcile principles of tolerance and free speech.

Date Initiated: Fall, 1987.

Institutional Support: All programs were mandated by the president of the University.

Goals: The goal of the policy is to discourage as strongly as legally possible intolerance of difference while respecting First Amendment Rights and educating the community.

Publications: The poster series, a copy of the management model, and the intolerance policy will be available from the Office for Campus Life.

Decisionmaking: The Campus Environment Team, the Policy Committee (faculty, staff, and students), and the University attorneys are writing the intolerance policy as a team effort. It will then be approved by the President.

The publicity program was mandated by the President. The posters were developed by the Publications Office, with direction from the Campus Environment Team and input from two students from the Lesbian/Gay Student Association.

Size: 31,175 students at the University Park campus. Penn State as a whole has approximately 70,000 students.

Lesbian and Gay Studies Centers and Programs

20. Lesbian and Gay Studies Center at Yale

Rita A. Severino, administrative assistant or
Professor John Boswell
c/o J. Boswell, Box 2585, Yale Station,
New Haven, CT 06520
203/432-1585

Summary: "The LGSCY is composed of Yale faculty, staff, students, alumnae/alumni, and interested persons from other communities. Homosexuality is of concern to LGSCY as a subject of scholarly inquiry; it is explicitly not a criterion of membership. On the contrary,

LGSCY actively seeks to include and draw on the insights of as many perspectives and points of view as possible" — *The Lesbian/Gay Studies Center at Yale* (a monograph).

LGSCY's archival project works to rationalize and enhance the lesbian/gay holdings of the Yale libraries and to establish new collections. The Center also maintains a current bibliography of resources for lesbian/gay scholarship accessible in or through the Yale libraries; sponsors an annual lecture series and co-sponsors speakers on pertinent topics; compiles and distributes an analysis of course offerings of the Yale undergraduate curriculum in relation to human sexuality issues (a graduate equivalent is planned); and annually sponsors a national conference on lesbian/gay scholarship which is open to everyone. In October 1987, LGSCY hosted its first national conference on gay and lesbian issues. Over 300 scholars attended. A third conference, *Outside/Inside*, was held October 27-29 1989. Panels included such topics as Lesbian Philosophy, Images of Gay Men from Popular Culture, the Construction of Lesbian and Gay Communities, AIDS and Representation, Activism in the 80's, Homoeroticism and Neoclassicism, Lesbian Film Studies, History and Sexuality and others.

Since the founding of the Center the number of courses at Yale dealing explicitly, primarily or in part with gay/lesbian issues has increased dramatically.

Date Initiated: The creation of the LGSCY began during the spring and summer of 1986. The Center hosted its first conference in October of 1987.

Institutional Support: "The Center's connection with the University consists simply of the fact that it is composed of Yale faculty, staff, students and alums, and that it uses Yale's facilities and resources for its activities and projects. Although the University has been extremely cooperative when called upon, it has not been asked to recognize or contribute directly to the center or its projects."

Funding: The Center has a Board of Finance that oversees the Center's budget, raises funds, and undertakes long-range financial planning.

Goals: The purpose of the Lesbian/Gay Studies Center at Yale is "to promote research, discussion, writing and understanding of varieties of human sexuality in their social, cultural, and intellectual contexts, and to muster and utilize resources to facilitate this. Implementation of the Center's educational aims may include

efforts to promote the study of lesbian and gay issues in the university curriculum, to fund research for students and visiting scholars at all levels; to organize and house an archive relating to lesbian and gay issues; to recognize outstanding work in the field; and to organize, publish and distribute information about academic and other creative endeavors relating to gay and lesbian people."

Publications: Informational packets and *LEGACY: Newsletter of the Lesbian and Gay Studies Center at Yale*.

Decisionmaking: The Center has three governing bodies: The Central Planning Committee, the Advisory Board, and the Board of Finance.

The Central Planning Committee oversees the daily operations of the Center, coordinates the activities of the three governing bodies and their subsidiary committees, and prepares the agendas of the annual meetings of the Advisory Board and the Board of Finance. In addition to its other member distribution requirements, the CPC must normally have no less than six members of each gender and at least six people of color.

The Advisory Board counsels the Center about overall goals and objectives, their implementation, political and academic issues, and acts as a review body for the Center's activities and functions.

The Board of Finance advises the Center regarding its budget, raises funds, and undertakes long-range planning for the Center's material needs. As much as possible both Boards should reflect the principles of diversity that the Center espouses.

21. City University of New York, Center for Lesbian and Gay Studies (CLAGS)

Semore Klineberg, chair, Department of English
Long Island University-Brooklyn Center
University Plaza
Brooklyn, NY 11201
718/834-6000 ext. 3258

Summary: The Center for Lesbian and Gay Studies (CLAGS) does not offer a degree program or academic courses. It does host a monthly colloquium as well as scholarly panels. It is developing a directory of scholars which will be published in a year.

Date Initiated: CLAGS was created during the spring and summer of 1986 at the suggestion of the noted historian Martin Duberman. It split from the Lesbian and Gay Studies Center at Yale over issues of gender parity and the participation of unaffiliated scholars.

Funding: CLAGS is currently in the midst of a campaign to raise \$50,000 so that the Center can receive official University status. Once established, it must be self supporting. CLAGS has raised \$40,000 thus far.

Goals: To form an intellectual community for students and faculty that is ethnically diverse and committed to gender parity. Eventually, the Center hopes to grant degrees.

Publications: A bimonthly newsletter is sent to members.

Decisionmaking: CLAGS has an executive committee of 14 of which one-third are graduate students, half are tenured, and half are from CUNY. The executive committee includes such prominent scholars as Ester Newton and Martin Duberman.

Size: About 1,000 supporters.

23. Multicultural Lesbian and Gay Studies Program at University of California-Berkeley

Liam Kernell

MLGS Program, 300 Eshleman Hall, University of California

Berkeley, CA, 94720
415/642-6942

Summary: The Multicultural Lesbian and Gay Studies (MLGS) program is a student initiated and operated program that promotes the scholarly research and discussion of issues concerning lesbians and gay men. MLGS is committed to a co-sexual, multicultural, multiracial approach to lesbian and gay studies.

As part of Democratic Education at Cal (DECAL), "each semester MLGS coordinates at least one class on a topic of concern to lesbians and gay men. MLGS assists a supervising faculty member in developing the content, outline and materials for each course. These courses are based on the concept of democratic education, which emphasizes the active participation of the class members in presentations, discussion, and research." In addition, the program assists professors who want to integrate relevant lesbian and gay issues into existing university classes.

MLGS also sponsors lectures, workshops, and other educational events in cooperation with campus and community groups. Additionally, MLGS maintains an archives, library, and resource center consisting of books, periodicals, newsletters, dissertations, theses, other scholarly works, syllabi, and bibliographies.

Date Initiated: MLGS was founded in 1982 in response to the need for university courses and

academic and curricular materials and resources that address lesbian and gay issues.

Institutional Support: Although MLGS is not a permanent program within the University, it operates, with the assistance of a Faculty/Staff Advisory Board composed of members of various University departments.

Funding: From the Associated Students of the University of California.

Budget: \$3018.00/year. About five other lesbian/gay student groups also receive about \$2500/year for social and political activities.

Goals: MLGS is in the process of obtaining support for lesbian and gay oriented courses within various departments, with a long-term goal of establishing a lesbian and gay studies division within the University system.

Publications: *Out in Academia*, an infrequent periodical which lists lesbian and gay scholarly activities and articles. *TA's Guide for Overcoming Homophobia in the Classroom* by Alicia Abramson was produced jointly with the Graduate Assembly TA Training Project.

Decisionmaking: MLGS is a student initiated service group of the Associated Students of the University of California, Berkeley. MLGS also receives support from the Council on Educational Development, a committee of the University Academic Senate, and the Golden Gate Business Association Foundation.

Size: 31,000 students.

22. Department of Gay and Lesbian Studies, City College of San Francisco

John Richard Collins, chair

Department of Gay and Lesbian Studies

City College of San Francisco

Mailbox L169, 50 Phelan Avenue

San Francisco, CA 94112

415/239-3383

Summary: The Department of Gay and Lesbian Studies at CCSF is the first department of its kind in an institution of higher learning.

Date Initiated: June 1989.

Size: 26,186 students.

23. University of Minnesota

Gary Thomas

Gay Studies Research Project

c/o Program in Comparative Studies in

Discourse and Society

314 Ford Hall, 224 Church Street, SE

Minneapolis, MN 55455

Lesbian/Gay/Bisexual Community Center

24. Stanford University

Michael Ramsey-Perez
Student Organization Services
PO Box 2354
Stanford University
Stanford, CA 94309
415/723-3542

Summary: A Lesbian, Gay, Bisexual Community Center was established encompassing the second floor of the student organizations building and consisting of 950 sq. ft. of usable space, including an office with files, phone, and computer, and a large meeting room. Student group business meetings, rap groups and ad hoc programs, such as Monday Movie Night and Wednesday Socials, are all held in the meeting space. The Community Center office makes referrals to other organizations within the University and the larger community and coordinates Speaker's Bureaus as requested. Lesbian/gay peer counseling is provided through the Stanford Peer Counseling Program by students trained by psychological counselors and student services staff.

Stanford University provides strong, visible, institutionalized support for gay/lesbian issues in a number of ways. The University has kept the sculpture "Gay Liberation," which was donated in 1982, visible on campus. The president and/or provost co-sponsors and co-hosts the Gay and Lesbian Awareness Week, advertising it in the student newspaper. Faculty members lead discussions on homophobia and heterosexism in the residence halls.

Date Initiated: The Stanford Homophile League was established in 1968, it is now called the Gay/Lesbian Alliance at Stanford; the Community Center was established in September 1988.

Institutional Support: The center receives 20 hours a week of student support staff time. Additionally, the University and its President support gays and lesbians by conveying the message that "bigotry is out" to all incoming students and visibly supporting gay and lesbian issues.

Funding: As of this year the center receives funding directly from the Office of the Dean of Students. The student group receives program funding from student government fee money.

Budget: The University currently provides \$7,000/year to cover the center's staff and program operating expenses.

Publications: The center operates a very successful and widely used bulletin board which lists events and commentary. The center receives funding for the production of a newsletter, but it is only published occasionally due to a lack of student volunteers.

Decisionmaking: The center has its own governing document and board of directors. The board, which includes faculty, administrators and community members, meets regularly to elect and consult with officers who work with the paid student staff and the Office of Student Affairs to run the center. The officers advertise vacant student staff positions, interview applicants, and suggests staff for approval by the Office of Student Affairs.

Size: 6,500 undergraduates and 6,500 graduate students.

Rutgers University Anti-Lesbian/Gay Harassment and Sexual Orientation Survey

A Summary

Appendix



The following information has been excerpted from the April 8, 1987 *Rutgers Sexual Orientation Survey: A Report of the Experiences of Lesbian, Gay, and Bisexual Members of the Rutgers Community* which was prepared in the class "Homosexuality and Society" by Dr. Susan Cavin and her students, and updated with information from *Anti-Gay Violence, Victimization and Defamation in 1988*, a report from the National Gay and Lesbian Task Force.

Identifying the Problem

Recognizing the negative impact that intolerance has on all members of a community, universities have increasingly focused attention on the varieties of discrimination that exist on campuses, and the effects such intolerance has on all facets of campus life. Over the past decades the destructive effects of racism and sexism have been documented. As the lesbian and gay community becomes increasingly organized and visible, and as more lesbians and gay men become willing to report acts of anti-gay bigotry and harassment, members of university communities have begun to focus their attention on this area as well.

Homophobia, an irrational fear or hatred of lesbians and gay men, is both institutionalized and individually internalized. Homophobia is a bias historically linked to the socio-economic ebbs and flows of anti-semitism, racism, and the scapegoating of other minority groups.¹

Audre Lorde has written extensively on the links between homophobia, sexism, and racism, noting that at the root of all three is an inability to tolerate difference. Lorde characterizes the primitive feelings behind homophobia and racism in their most virulent form as "If you are not like me, I must destroy you."²

The current AIDS epidemic seems to have exacerbated existing hostility against gay people. As a disease that initially struck the gay and bisexual communities most severely, AIDS provides a convenient symbol for some heterosexuals to express their prejudice and hatred.³ Community groups monitoring violence around the country have noted recent increases in violent

To Report Harassment

Rutgers University Police

If you are harassed because of your race, color, creed, ethnicity, religion, sex, or sexual orientation, call the Rutgers University Police Department for help at 201/932-7211. Harassment includes assault, verbal and physical abuse, slurs, and annoying or offensive communications.

Rutgers University Office of Student Rights, Compliance, and Discipline

For general complaints by students concerning insult, harassment, and defamation: David Burns, assistant vice president for student life, policy and service, or Dennis Benson, director, student rights, compliance, and discipline, 301 Van Nest Hall, New Brunswick, NJ 08903. 201/932-7255.

Rutgers University Office of Affirmative Action and Employment Research

For complaints specifically directed against faculty or staff contact: Ms. Lee Gidding, director of affirmative action, 39 Union Street, New Brunswick, NJ 08903. 201/932-7152.

National Gay and Lesbian Task Force Anti-Violence Project

Established in 1982, the National Gay and Lesbian Task Force Anti-Violence Project works to 1) promote an appropriate official response to anti-gay violence, 2) improve the treatment of lesbian and gay people by the criminal justice system, and 3) assist local communities in organizing against anti-gay prejudice and violence.

The Anti-Violence Project provides organizers with information on documenting incidents, assisting victims, educating the public, promoting legislation to combat hate crimes, and working with criminal justice and social service agencies.

Victims of anti-gay harassment and violence are encouraged to report such episodes to their local anti-violence project or to the National Gay/Lesbian Crisisline at 800/221-7044 (in New York State 212/807-6016), Monday-Friday, 3-9 pm, Eastern time. Victims may also seek help from the National Organization for Victim Assistance at 202/393-6682, 7 days a week, 24 hours a day.

attacks.⁴ Many attackers have included references to AIDS in their remarks to the victims. Employers, using AIDS as an excuse, have attempted to dismiss gay workers. Insurance companies have openly stated that they will try to avoid insuring gay men. A mayoral candidate in Houston in 1984 suggested publicly that the solution to AIDS is to "shoot the queers."

Other Studies of Anti-Lesbian/ Gay Violence and Harassment

Lesbian women, gay men, and bisexual women and men face hostility, persecution, and discrimination in the United States today. In a survey of more than 2000 lesbians and gay men

conducted by the National Gay and Lesbian Task Force, for example, more than 90% of the males and 75% of the females reported having been verbally harassed because of their sexuality.⁵

"A total of 1,411 incidents were reported to NGLTF for 1988 by 34 lesbian and gay student groups across the US. Anti-gay harassment and violence occur at literally hundreds of colleges and universities, but many campuses do not have gay/lesbian groups to document such episodes. Even where such groups exist, most do not document anti-gay incidents and report them to NGLTF."⁶ As a result, the 1,411 incidents documented in the study represent on a small fraction of the total. Of all incidents reported, 227 or 16% were classified by campus groups as 'AIDS-related'.⁷

True Stories: Lesbian and Gay Life at Rutgers

At the end of the Rutgers Sexual Orientation Survey, respondents were asked "If you would like to provide the details of a particular incident of harassment or unfair treatment based on sexual orientation, please use the back of this page. (e.g., specifically where, when and by whom?)" Their testimony provides a moving and evocative portrait of the difficulty of life at Rutgers for lesbians and gays.

Harassment

"As a freshperson I was forced off a bus between Livingston Campus and College Avenue because I kissed my lover. He didn't physically force us off he just said 'Not on my bus,' opened the doors and as a freshperson I got off. I never reported it because I didn't want any more problems..."

"As an undergrad, a friend and I were standing in the Douglass Post Office area ... Two men who appeared to be students stood nearby looking us up and down and sniggering. Before they took leave, they brushed by us most derogatorily snarling, 'Lezzies!'"

"Last April some other members of the RU Lesbian/Gay Alliance were tabling at Brower Commons. A discussion began which led to another man's coming up to the table, saying 'You gays make me sick,' and [he] proceeded to vomit (induced) onto the table, nearly hitting me and another. He jumped the table grabbing another by the face..."

"In the spring of 1986, a group of anonymous black students who controlled the newspaper attacked me as a lesbian because I had written a letter to the editor ... For these issues, these students attacked me under the guise of being a traitor and made reference to the fact that I am a lesbian, which they said was 'personal business.' Also prior to these attacks, an extremely homophobic article about lesbians appeared in the same newspaper. It did not name me directly but appeared alongside the letter to the editor I'd written..."

"In applying for Graduate School admission I omitted certain community activities in which I am quite actively involved because of fear of bias against Gays/Lesbians..."

Free Intellectual Discourse?

"I had a great deal of difficulty in a Creative Writing Course because the material I was writing was obviously oriented towards Lesbian issues and I had no way to know how the instructor would respond."

"Though I am heterosexual I have a family member who is a lesbian. It is a tough thing to deal with because of the way we are brought up and my attitude towards lesbians has changed. It's not such a terrible thing and most people do not realize that this could be the case with someone they truly care about. I've talked to so many homophobic people about my situation — just sticking up for gays — and then they assume you're gay. It's a no-win situation, I think that's why most people take an anti-gay attitude."

In the fall of 1984, the University of Massachusetts-Amherst conducted a survey that examined the quality of life for lesbian, gay, and bisexual students on their campus.⁸ Yale followed with a similar study in 1986.⁹ Since this study was completed additional surveys have been completed at Pennsylvania State University,¹⁰ and the University of Illinois at Urbana-Champaign.¹¹

Research Methodology

In response to reported incidents of harassment against gay, lesbian and bisexual members of the Rutgers community, *The Rutgers Sexual Orientation Study* was completed on the Rutgers-New Brunswick campuses. The survey sought information from lesbian, gay, bisexual and heterosexual respondents who were part of the Rutgers community. The three-page anonymous questionnaire was modeled after a 1986 survey conducted at Yale University by Dr. Gregory Herek, and was adapted by members of Dr. Cavin's "Homosexuality and Society" class for use within the Rutgers community. Because lesbians, gays, and bisexuals constitute a relatively closeted, invisible community at Rutgers and everywhere, no methodology has yet been developed for drawing a scientifically random sample of lesbians and gays from the general population. In order to compensate for this lack of a random sample, Dr. Cavin's students followed the procedures developed by the University of Massachusetts-Amherst and Yale, and sought to reach the target population through sampling in diverse areas both on and off campus.

A control group of heterosexual responses was drawn from questionnaires distributed at both the Rutgers and Douglass student centers. Responses from lesbian and gay students were drawn by distributing questionnaires on campus at the Rutgers University Lesbian/Gay Alliance (RULGA) office, a RULGA meeting, a RULGA dance mixer, Cooper Dining Hall, general campus events and through friendship networks. Off campus, questionnaires were distributed to gays and lesbians at a gay bar and disco and a residential area in New Brunswick where there is known to be a substantial lesbian/gay population. In all cases, respondents were asked to complete the questionnaire without discussing their responses with others until after they returned the survey form.

In addition, a second questionnaire was distributed to thirty-five agencies at Rutgers

seeking information from them on the services offered to gay and lesbian students and the perceptions that campus agency officials have of lesbians and gays. The students developed their own questionnaire, borrowing relevant materials from the Yale survey. Sixteen campus agencies returned completed questionnaires.

Survey Sample Demographics

The results of the survey are based on the answers supplied by 213 respondents who completed questionnaires. Of these respondents:

Gender

- 130 (61%) are females
- 83 (39%) are males

Sexual Orientation

- 141 (67%) identified themselves as lesbian/gay/bisexual
 - 95 (45%) lesbian/gay
 - 29 (14%) bisexual, primarily gay/lesbian
 - 11 (5%) bisexual, primarily heterosexual
 - 6 (3%) just bisexual
- 69 (33%) identified themselves as heterosexuals
- 3 did not respond to the categories given

University Affiliation

- 143 (69%) undergraduates: of those who indicated a class standing: 46 seniors, 36 juniors; 26 sophomores; 17 first year, 3 part-time
- 21 (9%) graduate and professional students
- 49 (23%) Non-students: faculty (8), staff (16), alumnae/i (13), lovers of Rutgers University gay students (2), those who attended Rutgers University events as visitor (5), other (5).

The Environment at Rutgers

The majority of lesbian, gay, and bisexual students who responded perceive the University environment as one in which a persistent and pervasive homophobia exists among undergraduates, faculty, staff and administration. This perception is grounded in the interactions they have had with members of the Rutgers community.

Incidents reported range from blatant homophobic acts, including verbal and physical harassment and physical assault, to the more subtle expressions of homophobia such as unfair and prejudicial treatment. Those responding to

the questionnaire indicated the following types of harassment, assault and violence:

- 57% of all Rutgers respondents know of at least one person who has been harassed, threatened with violence, or physically attacked at Rutgers because they were assumed to be gay or lesbian;
- 24% know of two or more victims;
- 14% know of four or more;
- 86% of respondents think it "likely" that a lesbian or gay student at Rutgers will be the target of harassment, threats of violence, or physical attack;
- 90% believe that lesbians and gays are likely to be the target of discrimination or unfair treatment;
- 90% of all respondents have heard disparaging remarks against gays and lesbians made by members of the Rutgers community;
- 44% heard disparaging remarks "often";
- Over half of all respondents reported that they were the targets of verbal insults because they were presumed to be gay or lesbian;
- 49% of all lesbian, gay and bisexual respondents have been verbally harassed;
- 8% of lesbian/gay/bisexual respondents reported being sexually harassed or assaulted at Rutgers because of their sexual orientation. Nine out of the eleven victims of sexual harassment were female (82%).

Incidents of anti-gay/lesbian violence on the New Brunswick campuses:

- 44 total were reported.
- 6 respondents had objects thrown at them;
- 22 had been "chased or followed;"
- 8 had personal property damaged;
- 5 were punched, hit, kicked or beaten;
- 1 had been spat upon; and
- 2 were assaulted with weapons.

The Effects of Harassment and Violence

A person need not directly experience violence or abuse in order for it to have a chilling effect, according to Dr. Gregory Herek. Violence intimidates when it happens to one's friends or associates. With the pervasive awareness of homophobic attacks, it is not surprising that over 34% (38) of the lesbian/

gay/bisexual respondents "feared for their safety at Rutgers because someone assumed you to be a lesbian or gay man."

The fear of anti-gay/lesbian harassment and violence has caused 36% (46) of the lesbian and gay respondents to alter their behavior by: carefully monitoring their own behavior or speech to avoid revealing their sexual orientation, avoiding certain areas of the campus such as "fraternity row," avoiding being seen with other openly gay people, avoiding displays of physical affection, trying not to "look" lesbian/gay, maintaining a "low profile," and in some cases moving off campus in an effort to keep their sexual orientation a secret and avoid harassment.

Among lesbian/gay undergraduates, the possibility of harassment or unequal treatment at Rutgers led them to hide their sexual orientation from:

- 72% a roommate (48 out of 67 responding to this question)
- 71% an undergraduate student (50 out of 70)
- 43% a graduate/professional student (26 out of 60)
- 52% a university staff member (33 out of 64)
- 46% a faculty member (30 out of 65)
- 53% a university administrator (24 out of 45)
- 48% a university admissions officer (22 out of 46)
- 36% a health care provider at Rutgers (21 out of 58)
- 53% their supervisor at a university job (20 out of 38)

Hiding one's sexual orientation involves hiding a major portion of oneself, such as not wearing your wedding ring, pretending not to be married when one is, not displaying photographs of one's lover when heterosexuals exhibit photographs of their loved ones, not ever talking about one's personal life when co-workers and colleagues talk about theirs, not being allowed to speak of some of the most important experiences of one's life.

88% of lesbian/gay/bisexual respondents noted that it was "important" to them to be able to disclose their sexual orientation to the people around them; 60% said it was "fairly" or "very important." Yet only 8% feel "very comfortable" doing so. 32% feel "not at all comfortable" disclosing their sexual orientation to other members of the Rutgers community.

This contrasts markedly with the heterosexual respondents to the survey. Heterosexuals felt it less important to disclose sexual orientation (presumably because one's heterosexuality is assumed by most people), yet they felt the most comfortable doing so. Lesbians and gays reveal the opposite pattern: they felt it more important to disclose, but less comfortable doing so.

The current situation at Rutgers is one that is extremely stressful for gays, lesbians, and bisexuals. It presents a "damned if you do, damned if you don't" situation. If the individual attempts to hide his or her sexual orientation, he or she experiences a "denial of self" with attendant feelings of low self-esteem, anxiety, and depression. If the individual "comes out" in a community where respect for diversity is not valued, the person lives in fear of harassment and assault, and may view him or herself as being an oddity on display.

Reporting

Despite the high percentage of harassment and assaults, only eight of all homophobic incidents were reported to Rutgers authorities by the respondents. The vast majority — 88% — of respondents who were targets of anti-lesbian/gay harassment, threats, or violence did not report the incident to the proper authorities on at least one occasion. A frequently cited reason for this failure to report was the belief that University officials would blame the victim or would not respond to the complaint. The majority of students who did report the incidents to agencies were dissatisfied with agency responses. A lack of knowledge of the proper procedures for reporting was also cited, as well as the perception that many of the incidents were not significant enough to report. ■

Notes

1. John Boswell, *Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century* (Chicago: University of Chicago Press, 1980).
2. Audre Lorde, quoted in the original report of the survey.
3. For an analysis of the links between homophobia and the AIDS crisis see AIDS: Cultural Analysis, Cultural Activism, ed. by Douglas Crimp (Cambridge, MA: MIT Press, 1988).
4. Racist incidents are also on the rise on college campuses. Racist harassment and/or violence has been documented at a wide number of colleges and universities. See Barbara Kantrowitz and Bill Turque, "Blacks Protest Campus Racism," *Newsweek* April 6, 1987; and Janice C. Simpson, "Campus Barriers? Black College Students Are Viewed as Victims of a Subtle Racism," *Wall Street Journal*, April 3, 1987.
5. According to the National Gay and Lesbian Task Force, *Anti-Gay Violence and Victimization in 1985*: "Gay and lesbian people are frequently victimized by discrimination in employment, housing, public accommodations, child custody, foster care, immigration, military service and other areas. Such victimization ... is legally sanctioned in most U.S. states..." Wisconsin is the only state in the U.S. to have passed a statewide Lesbian/Gay Rights Bill.
6. National Gay and Lesbian Task Force, *Anti-Gay Violence, Victimization and Defamation in 1988*, Washington, D.C. 1989, p. 13.
7. Ibid.
8. Felice Yeskel, *The Consequences of Being Gay: A Report on the Quality of Life for Lesbian, Gay and Bisexual Students at the University of Massachusetts at Amherst*. Office of the Vice Chancellor for Student Affairs, June 1985.
9. Gregory Herek, Ph.D., *Sexual Orientation and Prejudice at Yale*, Department of Psychology, April 1987.
10. Anthony D'Augelli, Ph.D., *Gay Men's and Lesbians' Experiences of Discrimination, Harassment, Violence and Indifference in a University Community*, Pennsylvania State University, 1987.
11. Mary Ellen O'Shaughnessy, *Final Report of the Chancellor's Campus-Wide Task Force on Sexual Orientation*, University of Illinois at Urbana-Champaign, April 16, 1987.

A Strong Element of Fear

"A strong element of fear is reflected in the responses of the gay and lesbian respondents. 91% fear being labeled lesbian or gay. An equally significant number, 88%, feel that being open about one's sexual orientation affects one's chances for advancement on this campus. Nearly all respondents reported that they had concealed their sexual orientation in different situations to avoid harassment. Two of the most disturbing findings were that over one-third of the students responding to the ... survey report being ridiculed publicly in class and that almost 40% of faculty and staff report being penalized in a work situation. Clearly these data indicate that the campus climate for gays and lesbians is one in which discrimination both in the classroom and on the job is a reality....

A random sample of respondents express significant fear in dealing with sexual orientation on campus. 7% of the respondents agreed with the statement that "all homosexuals should be locked up." 18% would not want to be a member of any group with homosexuals among its membership and 29% indicated that they would be afraid to be alone with a homosexual."

Final Report of the Chancellor's Campus-Wide Task Force on Sexual Orientation, University of Illinois at Urbana-Champaign, April 16, 1987

Anti-Lesbian/Gay Violence Studies Compared

	University of Massachusetts at Amherst	Yale	Rutgers University	Pennsylvania State University	National Gay and Lesbian Task Force ¹
Sample Characteristics					
Year	1985	1986	1987	1987	1984
Total Sample Size	445	215	213	—	—
Lesbian/Gay/Bisexual Sample Size	174	166	141	132	2074
Male/Female	—	—	83/130	83/49	1420/654
Types of Anti-Lesbian/Gay Victimization Experienced					
Verbal Abuse	45%	65%	55%	72%	86%
Threats of Violence	21%	25%	16%	25%	44%
Sexual Harassment	21%	10%	8%	15%	—
Personal Property Damaged/Destroyed	33%	10%	6%	16%	19%
Harassed by Roommates	50%	22%	42%	—	—
Did Not Report Incident to Campus Authorities	67%	90%	88%	93%	—
Overheard Anti-Gay Remarks	—	—	90%	98%	—
Objects Thrown	—	19%	12%	13%	27%
Followed or Chased	—	25%	18%	22%	35%
Spat Upon	—	3%	1%	6%	14%
Assaulted/Wounded with Weapon	—	1%	2%	1%	9%
Punched, Hit, Kicked, Beaten	—	5%	4%	4%	19%
Anticipate Future Victimization	—	92%	86%	93%	83%
Fear for Safety	—	57%	35%	58%	62%
Know Others Who Have Been Victimized	—	76%	57%	—	84%

¹National Gay and Lesbian Task Force Study of Gay/Lesbian Victimization in Eight US Cities (Boston, New York, Atlanta, St. Louis, Dallas, Denver, Los Angeles, Seattle).

The Rutgers University Student Needs Assessment Survey for Lesbian and Gay Issues

Appendix

E

The information in the following summary has been excerpted from *The Rutgers University Student Needs Assessment Survey for Lesbian and Gay Issues* (1988) which was prepared by Allen Kratz, former president of the New Jersey Lesbian and Gay Coalition and Ann Cosgrove MSW, Office of Student Life Policy and Services.

Background

In order to prepare student life staff for the questions and concerns that they may expect to be called upon to address, and to aid in the overall design and provision of services for lesbian and gay students at Rutgers, the Office of the Assistant Vice President for Student Life Policy and Services and the Department of Health Education initiated *The Rutgers University Student Needs Assessment Survey for Lesbian and Gay Issues*.

1300 copies of the eight-page anonymous questionnaire were distributed in the spring of 1988 to various offices and organizations on the Camden, New Brunswick and Newark Campuses. The Rutgers University Lesbian/Gay Alliance (RULGA) aided in pre-testing the first draft of the questionnaire at the group's March 29, 1988 meeting and helped distribute the final version of the questionnaire in New Brunswick on April 15-16, 1988 during the culmination of Lesbian and Gay Awareness Week. Announcements were placed in the *Daily Targum*, the New Brunswick campus daily student newspaper, describing the survey and encouraging students to participate in the survey. 108 completed questionnaires were returned. The results of the survey are based on the data provided by the 81 respondents who identified themselves as lesbian, gay or bisexual.

A note of caution is in order. Because of the small number of respondents, and because the students who responded were a self-selected sample of Rutgers' lesbian and gay students, rather than a random sample, the resulting data are only suggestive, not conclusive.

The Text of the Survey

April 1988

Dear Student:

As part of the University's continuing commitment to advance our common purposes, President Bloustein has asked the Campus Provosts to identify a member of the staff of each dean or dean of students to assume responsibility for lesbian and gay concerns.

The persons who are designated will serve as contact persons for resolving problems, promoting general awareness of lesbian and gay issues, sponsoring programs to reduce homophobia, and making appropriate referrals for services.

We are now asking your assistance in identifying areas of concern so that the person designated in each college can best fulfill the functions we have outlined.

Allen Kratz, former President of the New Jersey Lesbian and Gay Coalition, working in consultation with this office, has developed the attached survey. We are hopeful that it will provide an opportunity for you to share your opinions, concerns, and recommendations with us.

Please take a moment to fill out this survey form and return it in the attached envelope. Your response is essential to developing programs which will effectively address the needs of Rutgers students. All replies will be anonymous.

Because we must move ahead quickly to be ready for the new academic year, please return your completed questionnaire by May 15, 1988 in the attached pre-addressed envelope.

Thank you for your cooperation.

Sincerely, William David Burns
Assistant Vice President

This questionnaire is part of a study being conducted by the Office of the Assistant Vice President for Student Life Policy and Services and the Department of Health Education.

"I'm really happy about this survey and I really hope to God something good comes out of it!"

A note on a questionnaire.

Information gathered through this survey will be used to shape the design and provision of services for lesbian and gay students.

All replies will be anonymous. Please feel free to comment on any question in the margin. You may attach an extra sheet if the space provided for your answers to open-ended questions is insufficient.

Additional copies of this questionnaire and return envelope are available at the Rutgers University Lesbian/Gay Alliance (RULGA), Rutgers Student Center, Room 435, CAC; student health centers on each campus, and from the Office of Student Life Policy and Services, 301 Van Nest Hall, College Avenue Campus, Attn: Ms. Ann Cosgrove. You may telephone Ms. Cosgrove at 201/932-7255.

1. If a coordinator for lesbian and gay concerns had been available in your college during the past academic year, how many times do you think you would have gone to that person for assistance? Please check the most accurate answer.

Percentage of 77 respondents

- 8% not at all
- 23% once
- 13% twice
- 13% three times
- 43% four or more times

2. Please indicate the number of times during the past academic year you would have gone to a coordinator for gay and lesbian concerns to discuss issues related to each area below. (Please indicate "0" if that is the appropriate response. Please note any other areas of concern that you would have discussed.)

Percentage/number out of 81 respondents giving number greater than 0

- 37% / 30 academic problems
- 32% / 26 basic questions about homosexuality
- 51% / 41 career-option questions
- 38% / 31 housing concerns
- 47% / 38 inability to socialize in the lesbian/gay community
- 38% / 31 information about AIDS
- 30% / 24 information about other sexually transmitted diseases
- 24% / 19 information about other sexual minorities (Please specify)
- 37% / 30 information about religious organizations

- 69% / 56 information about services available to lesbian and gay students at Rutgers and in the community
- 21% / 17 information about alcohol and other substance abuse
- 54% / 44 insensitivity, homophobia by professors and staff
- 52% / 42 how to help professors and staff to be sensitive to lesbian and gay concerns
- 32% / 26 medical-care questions
- 17% / 14 verbal threats against me
- 38% / 31 negative comments, actions by sorority/fraternity members
- 38% / 31 problems with my parent(s) or other relatives
- 22% / 18 problems with my roommate
- 32% / 26 problems with other persons with whom I live
- 48% / 39 questions about whether and how to come out
- 46% / 37 relationship problems (with a lover, girlfriend, boyfriend)
- 27% / 22 taunts directed to me
- 37% / 30 unresponsive administrators
- 19% / 15 unwelcome sexual advances
- 17% / 14 violence against me
- 53% / 43 ways to cope with homophobia
- 12% / 10 other (please specify)

3. A number of students have expressed concerns about housing. In order to address this problem, it will be helpful to have the information requested below. Please place a check next to the number that best describes your current living situation.

Percentage of 79 respondents

- 43% residence hall
- 0% fraternity/sorority
- 56% off-campus housing

If you live off campus because of issues related to sexual orientation but would prefer to live on campus, please elaborate.

4. It would be helpful in planning services for us to know to what degree you are "out." Please indicate on the list below, each person to whom you have identified yourself as a lesbian or gay man. If you are "out" to a person, place number 1 on the line next to that person. If you are "out" AND comfortable talking to that person about issues related to your sexual orientation, please place number 2 on the line next to that person.

Number of respondents answering 1 (Out) /
Number answering 2 (out and comfortable)

17/32	mother
15/20	father
11/20	some of my brothers and sisters
11/21	all of my brothers and sisters
14/12	other relatives
8/63	close friends
9/14	academic advisor
1/ 4	campus ministry
6/ 4	campus police
7/16	college counseling office staff member
9/23	co-workers
9/ 6	dean of students office staff member
4/ 9	departmental advisor
17/18	faculty member(s)
0/ 3	financial aid office staff member
3/ 9	minister/priest/rabbi off campus
0/ 3	municipal police
3/ 7	Office of Student Life Policy and Services staff member
27/22	other student(s) (not close friends)
12/14	private physician
0/22	private psychotherapist
4/ 5	Residence Life Staff member
9/43	Rutgers University Lesbian/Gay Alliance staff member
4/33	Rutgers University Lesbian/Gay Alliance <i>hotline</i> staff member
3/37	lesbian/gay organizations (other than RULGA)
6/21	student health service staff member
2/ 7	other (please specify)
0/ 0	no one

5. Please place a check on the line next to each person or service to whom you turned for assistance related to lesbian or gay concerns during the past academic year. Then, using the columns on the right, please circle your level of satisfaction.¹ (If you did not turn to a particular person or service, please do not indicate a level of satisfaction or dissatisfaction.)

1=very helpful, 2=somewhat helpful, 3=not helpful, 4=very unhelpful, 5=tried to be helpful but other factors stood in the way.

Percentage of respondents, if greater than 20% / Actual number

11	academic advisor
10	campus police
15	college counseling office staff member
26% / 21	co-workers

7	dean of students office staff member
6	departmental advisor
21% / 17	faculty member(s)
3	financial aid office
10	minister/priest/rabbi off campus
2	municipal police
3	Office of Student Life Policy and Services staff member
35% / 28	other student(s) (not close friends)
/ 24	parent(s)
16	private physician
23% / 19	private psychotherapist
8	Residence Life Staff member
47% / 38	Rutgers University Lesbian/Gay Alliance staff member
36% / 25	Rutgers University Lesbian/Gay Alliance <i>hotline</i> staff member
33% / 27	lesbian/gay organizations (other than RULGA)
26% / 21	student health service staff member
3	other (please specify)
1	no one

6. Please place a check on the line next to each person or service to whom you turned for assistance not related to lesbian or gay concerns during the past academic year. Then, using the columns on the right, please circle your level of satisfaction.¹ (If you did not turn to a particular person or service, please do not indicate a level of satisfaction or dissatisfaction.)

1=very helpful, 2=somewhat helpful, 3=not helpful, 4=very unhelpful, 5=tried to be helpful but other factors stood in the way

Percentage of respondents, if greater than 20% / Actual number

70% / 57	academic advisor
3	campus ministry
25% / 20	campus police
28% / 23	college counseling office staff member
43% / 35	co-workers
23% / 19	dean of students office staff member
32% / 26	departmental advisor
57% / 46	faculty member(s)
32% / 26	financial aid office
6	minister/priest/rabbi off campus
8	municipal police
7	Office of Student Life Policy and Services staff member

¹The columns of numbers (1 2 3 4 5) are omitted here.

- 54%/ 44 other student(s) (not close friends)
- 59%/ 48 parent(s)
- 28%/ 23 private physician
- 21%/ 17 private psychotherapist
- 10 Residence Life Staff member
- 21%/ 17 Rutgers University Lesbian/Gay Alliance staff member
- 8 Rutgers University Lesbian/Gay Alliance *hotline* staff member
- 30%/ 24 student health service staff member
- 6 other (please specify) no one
- 3 My needs as a lesbian or gay student cannot be separated from other needs.

7. Please describe below those qualities, skills and characteristics which you feel the person designated to be the coordinator for lesbian and gay concerns at each college should possess.

After you have described those qualities, skills and characteristics, please go back over what you have written and clearly number each trait in your narrative or in your list in the order of importance to you (#1 being most important).

8. To what extent do you feel the *sexual orientation* of the coordinator would be important for you as you decide whether or not to use his/her services? Please place a check next to the number that best describes your feelings.

Percentage of respondents

- 56% very important
- 29% somewhat important
- 8% neither important nor unimportant
- 4% not important
- 4% definitely not important

8a. If you answered Question 8 by saying that the coordinator's sexual orientation would be very important or somewhat important, would it be important for the person to be *homosexual*, *heterosexual* or *bisexual*?

Percentage of respondents

- 66% homosexual orientation
- 0% heterosexual orientation
- 8% bisexual
- 26% either homosexual or bisexual

Please discuss your reasons for your response to questions 8 and 8a.

9. Please feel free to comment on any other factors which relate to your welfare as a lesbian or gay male student at Rutgers University.

10. What best describes your class status?

Number of respondents

- 8 Freshman
- 11 Sophomore
- 11 Junior
- 12 Senior
- 9 Graduate-1st Year
- 12 Graduate-2nd Year
- 5 Graduate-3rd Year
- 3 Graduate-4th Year
- 5 Graduate-5th Year
- 3 Other

11. In what undergraduate college or graduate program are you enrolled?

Number of respondents

- 14 Rutgers College
- 2 Arts and Sciences, Camden
- 5 Douglass College
- 0 Arts and Sciences, Newark
- 3 Cook College
- 11 Livingston College
- 0 Mason Gross (undergraduate)
- 1 School of Business
- 0 College of Pharmacy
- 5 College of Engineering
- 1 College of Nursing
- 18 Graduate School, New Brunswick
- 0 Graduate School, Newark
- 0 Graduate School, Camden
- 1 GSAPP
- 0 School of Communication, Information, and Library Studies
- 1 School of Criminal Justice
- 2 Graduate School of Education
- 0 Graduate School of Management
- 0 Mason Gross School of Arts (graduate)
- 9 Graduate School of Social Work
- 1 School of Law, Newark
- 3 School of Law, Camden
- 4 Other (please specify)

The following demographic information is vital for us to develop the best programs and services for you. Please remember that all replies are anonymous. Please check or fill in the most accurate answer.

12. What is your age?

Mean = 25 Median = 23

13. What is your sex?

46% female
54% male

14. What is your sexual orientation?

Percentage / number of respondents

32%/ 26 lesbian
48%/ 39 gay male
14%/ 11 bisexual female
6%/ 5 bisexual male
0 heterosexual

Please return by May 15, 1988 in the pre-addressed envelope. Thank you.

Findings

If liaisons for lesbian and gay concerns had been available during the 1987-88 academic year, respondents would have contacted them for the following reasons:

- 82% for issues related to career or personal counseling;
- 69% to obtain information about services available to them at Rutgers and within the surrounding community;
- 54% for assistance for issues related to "insensitivity" and "homophobia" on the part of professors and staff members.

In the absence of liaisons, the Rutgers University Lesbian and Gay Alliance (RULGA), a group consisting primarily of students on the New Brunswick Campus, and the Rutgers University Lesbian/Gay Peer Counsellor/Infoline were the two most popular University-based sources for advice on lesbian and gay issues.

Respondents preferred that liaisons/coordinators be lesbian or gay, but regardless of the sexual orientation of the liaisons/coordinator, respondents said that the ideal person(s) should be: (a) knowledgeable about lesbian and gay concerns and resources; (b) open-minded and nonjudgmental; (c) sensitive, understanding, sympathetic, and empathic; and (d) well-skilled in knowing how to bring about a satisfactory resolution of the concerns of lesbian and gay students.

Conclusions

In addition to the importance of the liaisons' role in providing information, counseling and support to students, there are a number of other areas of support at Rutgers which could play a significant role in creating a more sensitive, responsive and productive environment for lesbian and gay students.

While 82% of students indicated that they would have contacted a liaison for assistance with career counseling and personal counseling concerns, only 19% sought assistance from university counseling staff. If students with sexual orientation questions are to see counseling services and other university services as sources of assistance, university entities need to either develop and/or make known their willingness to help and their expertise in assisting students with issues related to sexual orientation.

The fact that respondents cited both the Rutgers University Lesbian and Gay Alliance (47%) and the organization's telephone hotline (31%) as resources to which they frequently turned, and gave them high marks for their effectiveness, demonstrates the value of the organization to the university and the need for the university to continue supporting the organization's programs and services.

Given the "very helpful" (46%) and "somewhat helpful" (41%) ratings that faculty members received in the survey from students who approached them on non-lesbian and gay issues, workshops and the sharing of information with these "frontline" faculty and staff members would reduce the incidents of insensitivity and homophobia encountered in the classroom, and provide readily accessible support for lesbian and gay male students. ■

Appendix F Survey of Rutgers University Faculty and Staff

F

The following is the text of the survey instrument which was sent to all Rutgers faculty and staff, including graduate teaching assistants, on all three campuses — New Brunswick, Camden, and Newark — a total of over 10,400 individuals. 1,161 individuals returned the survey. The numbers in parentheses are the percentages of people who responded to that particular question, after the missing values have been eliminated. The total number of individuals responding to a particular question are noted in brackets.

The purpose of this survey is to gather information from all faculty and staff to help the Select Committee formulate recommendations to President Bloustein. There are three parts. The first and second parts are addressed to all faculty and staff as employees of the university. Part III is addressed to all teaching staff and deals with curricular and pedagogical issues. Please be assured that the survey is anonymous and confidential; your responses will not be identified in any way.

PART I. EMPLOYEE CONCERNS (for all faculty and staff).

1. On a scale of 1 to 5, how would you rate the environment in your office/department for lesbians and gay men? Please circle one:

Poor 1 2 3 4 5 Excellent
(5.8) (7.1) (24.9) (27.7) (34.5) [1054 valid cases]

2. Do you think that gay men or lesbians would experience discrimination or harassment in your office/department if they were open about their sexual orientation? (check one)

(16.0) Yes (58.2) No (25.9) Not Sure [1141 valid cases]

3. Have you ever been a victim of an incident in your office because you were perceived to be gay or lesbian?
(2.6) Yes (97.4) No If so, please describe: [1126 valid cases]

Did you report the incident?

(3.4) Yes (96.6) No [116 valid cases]

4. Have you witnessed anti-gay or lesbian incidents or remarks in your department/office?
(23.5) Yes (76.5) No If so, please describe: [1134 valid cases]

5. Would it be helpful to have sensitivity training in your office about the gay/lesbian experience?
(20.8) Yes (42.0) No (37.3) Not sure [1127 valid cases]

6. If the university provided health benefits for same-sex domestic partners, would you want to apply for them?
(11.9) Yes (82.9) No (5.2) Not sure [1021 valid cases]

Might you apply for them some time in the future?

(10.8) Yes (81.0) No (8.3) Not sure [993 valid cases]

PART II. Demographic Data.

Please check all that apply:

1. (60.3) female (39.6) male [1145 valid cases]

2. (1.8) Asian (7.5) Black (2.0) Hispanic (88.1) White
(0.6) Other, please specify: [1106 valid cases]

3. (36.2) faculty (20.0) administrator (29.5) staff (10.7) teaching assistant — Other, please specify:
(faculty and administrator: 3.6) [1146 valid cases]

4. (94.4) full-time (5.6) part-time [1125 valid cases]

5. (9.0) lesbian/gay (86.2) heterosexual (3.9) bisexual [1060 valid cases]

6. Campus: (2.4) Camden (84.6) New Brunswick (12.8) Newark
[1125 valid cases]

PART III. Pedagogical and Curricular Issues (for all teaching staff).

1. Using the following scale, please rate the activities listed below in terms of their possible contribution to the consideration of gay and lesbian issues in our academic life:

1 = very valuable

2 = somewhat valuable

3 = not valuable

[The following percentages are for those who saw the activity as either very or somewhat valuable.]

(68.3) a. a visiting professorship, to be rotated among relevant disciplines, for bringing distinguished scholars of the lesbian or gay experience to the university [681 valid cases]

(61.8) b. a lesbian/gay studies center or institute [685 valid cases]

(30.3) c. an undergraduate major in lesbian/gay studies [683 valid cases]

(47.3) d. an undergraduate minor in lesbian/gay studies [683 valid cases]

(39.7) e. a graduate certificate program in lesbian/gay studies [648 valid cases]

(35.0) f. a graduate program in lesbian/gay studies [648 valid cases]

(82.2) g. a separate lecture series specifically on lesbian/gay issues [663 valid cases]

(80.8) h. integrating lesbian and gay-related issues into existing lecture series [661 valid cases]

(79.6) i. building library collections in lesbian/gay studies [663 valid cases]

(59.9) j. a required course on power, equality, discrimination and sexuality which would incorporate lesbian/gay concerns. [649 valid cases]

(50.9) k. assistance in integrating gay/lesbian issues into your curriculum [625 valid cases]

2. Do you think that gay men or lesbians would experience discrimination or harassment in your class(es) if they were open about their sexual orientation?

(15.8) Yes (35.1) No (29.3) Sometimes (19.7) Not Sure [638 valid cases]

3. Have you witnessed anti-gay or lesbian incidents or remarks in your class(es), during advising, or in other interactions with students? If so, please describe:

(Yes: 25.7% No: 74.1%) [424 valid cases]

4. Are you teaching or have you taught a course which contains any of the following elements of the lesbian or gay experience? If yes, please consider listing the course on the Supplemental Resources Survey/Request form.

Please check all that apply:

(9.0) a. gay authors

(8.7) b. lesbian authors

(18.0) c. examples in class discussions or lectures relating to gender identity

(12.6) d. examples in class discussions or lectures relating to gay men

- (12.0) e. examples in class discussions or lectures relating to lesbians
- (5.8) f. examples in class discussions or lectures relating to gay or lesbian people of color
- (12.2) g. readings about gender identity
- (5.7) h. readings about gay men
- (5.8) i. readings about lesbians
- (2.8) j. readings about gay people of color
- (9.5) k. readings and/or discussions of homophobia*/heterosexism**
- (6.2) l. discussion of the impact of an author's sexual orientation on his/her work
- (2.3) m. presentations by guest speakers on lesbian and gay issues

* fear of homosexuality

** the assumption that heterosexuality is superior to homosexuality

5. Please list below any articles, films, books, etc. about the lesbian or gay male experience that you have found helpful in addressing these issues in your teaching:

6. Have you found ways to help create an atmosphere in your classroom in which students can feel at ease about their sexual orientation? If so, please describe:

Please return this survey by May 1, 1989: President's Select Committee for Lesbian & Gay Concerns, 301 Van Nest Hall, Rutgers University, New Brunswick, NJ 08903. Thanks very much for your assistance!

Resources Request and Contact Form

The following form was attached to the Faculty and Staff Survey. It was printed on different-colored paper so as to differentiate it from the anonymous section of the survey. 103 individuals returned the form.

Please use this form to request assistance, to offer assistance to the Select Committee, or to provide additional course information. Since this form will have your name and address, it should be returned to the Select Committee separately, to preserve the anonymity of the faculty and staff survey.

Your name:

Address:

Position:

Telephone:

I. Request for Assistance.

Would you like assistance in any of the following areas as they relate to the lesbian or gay experience? Check all that apply:

- ☐ campus/community resources
- ☐ counseling resources
- ☐ sensitivity training for the workplace
- ☐ information about student rights, compliance enforcement, and how to report homophobic incidents
- ☐ resources for integrating the lesbian/gay experience into your curriculum
- ☐ listing of university liaisons for lesbian and gay concerns
- ☐ other (please specify):

II. Mentoring

The Select Committee would like to identify faculty and staff members who would be interested in working on future activities with gay and lesbian students. One possible project is a mentoring program, similar to one established at Harvard last year. Other projects would depend on needs expressed by student organizations, recommendations made by the Select Committee, and University actions taken in response to these recommendations. If you would like to be contacted about the mentoring program or other projects please respond below:

Please contact me about: ☐ the mentoring program ☐ other programs.

III. Courses.

If you teach a course which deals with aspects of the gay male or lesbian experience, please enter its title below, and if possible send us a syllabus. If you need more room, use the other side of this sheet.

Course Title:

Please return this form by May 1, 1989 to: President's Select Committee for Lesbian & Gay Concerns, 301 Van Nest Hall, Rutgers University, New Brunswick, NJ 08903. Thanks very much for your participation! ■

Appendix

G

Survey of Rutgers University Resources on Lesbian and Gay Issues

The following is the text of the survey instrument which was sent to over one hundred student service providers on all three Rutgers University campuses. The results will be compiled as a Resource Directory for faculty, staff and students.

With this survey we hope to gather information about services, programs and resources that address the concerns and experiences of gay and lesbian students at Rutgers University. Parts I and II are for all respondents; Part III is for all career services and placement offices; and Part IV is for all housing and residence life offices. Please use additional sheets if needed.

Part I. Responding Office.

Please provide the following information:

Office: Address: Telephone:
Person responding: Position:

Part II. Resources and Activities (for all offices).

Under the following categories, please describe any resources or activities specifically designed for lesbian or gay students that are provided or sponsored by your office and how they are used.

Please attach sample copies if possible.

1. Videos or Films
2. Workshops
3. Pamphlets
4. Speakers
5. Bibliographies
6. Programs that address other minority concerns (e.g., racism, sexism) that could serve as models
7. Other Resources or Activities
8. Is there anyone in your office who has special responsibility or expertise relating to lesbians or gay men? If so, please list their name(s) below.

Name	Title
Telephone	Responsibility/expertise

9. If you are aware of other resources or programs that address gay or lesbian issues outside of your own offices, please describe them briefly below:

Activity/Resource:
Sponsoring office:

10. Would you be interested in some assistance (e.g., training, materials) in addressing the concerns and experiences of gay and lesbian students? ☐ yes ☐ no

Part III. Career Services and/or Placement Offices.

Below is an excerpt from the University's nondiscrimination policy of 1981 relating to career placement and student employment offices:

"Be it also resolved that the President of the University direct all University Career Placement and Student Employment Offices to continue to follow

their current policy of requiring the outside employers who make use of these facilities to affirm in writing that they do not discriminate against any of the categories of applicants set forth in University Regulation 6.4.8. (i.e.: "Race, religion, color, national origin, ancestry, age, sex, sexual orientation, physical or mental handicap, marital, military or veteran status"). Where, however, such outside employer believes applicants in any one of the categories mentioned in that regulation are on that account unable to meet their bona fide qualifications for employment, they may continue to use the facilities of University Career Placement and Student Employment Offices if they inform such offices of their policy and the reasons which justify it. Such information should be available to student users of these facilities upon request."

1. How does your office insure compliance with the University's non-discrimination policy?
2. Is sexual orientation/homophobia (fear of homosexuality) dealt with as an issue in career counseling? If so, how?
3. Is information made available to students about the personnel policies and environments at prospective employers as they relate to lesbians and gay men? ☐ yes ☐ no If so, how is this information compiled?
4. Are students advised about how to handle sexual orientation, marital status, and related issues should they arise in a job interview? ☐ yes ☐ no If so, what sort of advice do you give?

Part IV. Housing and Residence Life Offices.

1. What are your office's policies concerning gay and lesbian students?
2. Are students given the option to request placement in an environment where all students commit themselves to working towards a non-sexist, non-racist, non-homophobic living environment? ☐ yes ☐ no
3. Are there special dorm sections for gay and lesbian students? ☐ yes ☐ no If so, please describe.
4. Are graduate students with same sex domestic partners eligible for married student housing? ☐ yes ☐ no
5. Does your office conduct any ongoing programs around the issue of homosexuality? ☐ yes ☐ no If so, please describe:

Thanks very much for your help!

Please return this survey by June 15, 1989. ■

1981 Resolution Banning Discrimination

Appendix

H

Rutgers was one of the first universities to adopt policies barring discrimination on the basis of sexual orientation. These policies were approved by the Board of Governors on November 13, 1981. The minutes of that meeting state:

Proposed Amendments to University Regulation 6.4.8 and to Placement Office Policy. On the recommendations of the Committee, the Board unanimously approved the following amendments to University Regulation 6.4.8 and to Placement Office Policy:

No. 42

BE IT RESOLVED, that University Policy on Equal Employment Opportunity and Affirmative Action (Regulation 6.4.8) be amended to insert the underscored language as follows:

Rutgers, The State University of New Jersey, is firmly committed to a policy of equal opportunity and affirmative action and will implement this policy in accordance with State and Federal Statutes, executive orders, and regulations. This applies to the three major areas of University activity, education, employment, and contracting as follows:

A. It is University policy to make the benefits and services of its education program available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex, sexual orientation, handicap, marital or veteran status. This applies to undergraduate, graduate, and professional schools. Douglass College, however, as a traditionally and continuously single-sex institution, may, under Federal law, continue to restrict college admission to women.

B. It is University policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, sexual orientation, physical or mental handicap, marital, military or veteran status, and to use as a basis for selection in employment only those characteristics which are demonstrably related to job performance or requirements. Where applicants for employment in one of the aforementioned categories are on that account not considered able to meet the bona fide qualifications for employment, the University officer with hiring authority may only act to disqualify them on such a basis with the approval of the Vice President for University Personnel and University Counsel. This applies to the administration within each employment category of personnel

actions such as recruitment, hiring, promotion, training, compensation, transfers, layoffs, return from layoffs, terminations, benefits, tuition assistance, education, and social and recreational programs. In addition, the University will make special efforts to recruit, employ, and advance in employment qualified members of minority groups, women, handicapped persons, disabled veterans, and veterans of the Vietnam era.

C. It is University policy that contractors and sub-contractors performing work or rendering services to the University observe a policy of nondiscrimination and affirmative action in all personnel matters. Further, it is University policy that the maximum practicable opportunity to participate in the performance of University contracts and subcontracts be provided to minority business enterprises.

Be it also resolved, that the President of the University direct all University Career Placement and Student Employment Offices to continue to follow their current policy of requiring the outside employers who make use of these facilities to affirm in writing that they do not discriminate against any of the categories of applicants set forth in University Regulation 6.4.8. Where, however, such outside employer believes applicants in any one of the categories mentioned in that Regulation are on that account unable to meet their *bona fide* qualifications for employment, they may continue to use the facilities of University Career Placement and Student Employment Offices if they inform such offices of their policy and the reasons which justify it. Such information should be available to student users of these facilities upon request.

In response to a question from Mrs. Bell, Dr. Bloustein said that nothing in the policy or regulation precludes inquiry into the actions or policies of any company recruiting on campus.

In response to a question from Ms. Gambacini, Dr. Bloustein said that he will be consulting with University placement officers to develop a mechanism to insure the implementation of the policy. ■

Appendix



University Student Life Policy Against Insult, Defamation, and Harassment

Intolerance and bigotry are antithetical to the values of the University, and unacceptable within our community. Discrimination against or the insult, defamation, or harassment of students on the basis of race, religion, color, sex, age, sexual orientation, national origin, ancestry, disability, marital status or veteran status violates acceptable standards of conduct within the University.

Insult, defamation, or harassment directed against any student(s) by any member(s) of our community interferes with the mission of the University. Each member of our community is expected to be sufficiently tolerant of others so that all students are free to pursue their goals in an open environment, able to participate in the free exchange of ideas, and able to share equally in the benefits of our educational opportunities. Beyond that, each member of the community is encouraged to do all that she/he can to ensure that the University is fair, humane, and responsible to all its students.

A community establishes standards in order to be able to fulfill its mission. The policy against insult, defamation, and harassment seeks to guarantee certain minimum standards. Free speech and the open discussion of ideas are to be encouraged. However, a distinction is to be made between speech acts and those which restrict the rights and opportunities of others through violence, intimidation, or the creation of an hostile environment. That distinction is made when the acts in question:

- (a) constitute constitutionally unprotected assault, harassment, threats, intimidation, incitement, obscenity, defamation or discrimination; or
- (b) directly create a substantial and immediate interference with the educational processes of the University; or
- (c) consist of unwelcome sexual advances, requests for sexual concessions or other verbal or physical conduct of a sexual nature where submission to such conduct is made, explicitly or implicitly, a condition of an individual's education; or submission to or rejection of such conduct is used as the basis for decisions affecting an individual's academic status; or such conduct has the purpose or effect of unreasonably interfering with an individual's learning or creating an intimidating, hostile or offensive learning environment; or
- (d) are accomplished by means of unlawful defacement of University property.

A variety of actions and words fall under insult, defamation, and harassment ranging from physical

assaults to threats, from vandalism to belittling comments, from inappropriate racial epithets to differential treatment of individuals based upon factors irrelevant to what is being considered. In determining whether actions or words rise to the level of insult, defamation, or harassment whether sanctionable or not, students should consider both their intent and effect.

Students who believe themselves to be victims of insult, defamation and harassment should report such incidents to the Dean or the Dean of Students of their college.

In addition, President Bloustein has asked each Provost of the University to designate a member of his staff to whom complaints may be directed. In Camden, Provost Gordon has named Ms. Mary Lee Hassall, Associate Dean of Students, (609) 757-6043. For Newark, Provost Samuels has appointed Mr. James Ramsey, Associate Provost, (201) 648-5541. For New Brunswick, Provost Leath has designated Dr. John Creeden, Assistant Provost, (201) 932-7688.

The President has named the following individuals within the University administration to handle complaints by students of insult, harassment, and defamation:

Mr. David Burns, Assistant Vice President for Student Life Policy and Services, 301 Van Nest Hall, New Brunswick, NJ (201) 932-7255. (For all complaints)

Ms. Lee Gidding, Director of Affirmative Action, 39 Union Street, New Brunswick, NJ (201) 932-7152. (For complaints specifically directed against faculty or staff)

These individuals will serve as resources to the community in resolving, or in referring complaints as appropriate.

Insult, defamation and harassment cover a wide variety of actions, many of which are dealt with, in other terms, by substantive and procedural provisions in, for instance, the University Sexual Harassment Policy and Procedure or the University Student Disciplinary Hearing Procedure, under which such acts are to be considered heinous.

Some complaints can be resolved using informal methods, while others will require the implementation of formal procedures. All complaints will be treated confidentially, and complainants are encouraged to report incidents even if they do not wish to pursue the matter beyond the reporting stage.

Office of Student Life Policy and Services
May 31, 1989 (revised) ■

Letter from Rutgers University Lesbian/Gay Alliance to President Edward J. Bloustein

Appendix



November 11, 1987

President Edward Bloustein
Rutgers University
Old Queens Building
New Brunswick, NJ 08903

Dear President Bloustein:

In a previous letter to you from the president of our organization, dated October 8, 1987, an effort was made to alert you to the needs of the gay and lesbian community at Rutgers University. We have yet to receive your reply, and find it necessary to reiterate and elaborate upon our concerns.

Harassment and defamation of lesbians and gay men continue on a daily basis at Rutgers University, yet the administration has displayed a complete lack of response, let alone positive support. This can no longer continue. A positive learning environment is obstructed by the constant fear and tension experienced by members of the lesbian/gay community. Oftentimes the very physical safety of lesbian and gay members of the Rutgers community is threatened.

We commend you on your quick and ready response to last semester's incident of racial discrimination, and your growing efforts to address this fundamental social problem. We cannot comprehend, however, your total lack of positive action in the realm of support of the gay and lesbian community. It is true that the graffiti on the walls of a Livingston dormitory is a blatant and ugly example of racism. However, to witness blatant examples of homophobia one need not peer into the stairwells of a Livingston dormitory. One only has to open the pages of university-funded student publications to witness attacks on gay men and lesbians. Here are just a few examples of hateful and violent attacks upon the gay and lesbian community:

- "No, homosexuality really is immoral," an anonymous opinion piece in a recent issue of the *Rutgers Review* which recounted long-held and damaging stereotypes of homosexuality [copy attached];
- An alumnus of the Rutgers University Glee Club is overheard at a recent football game saying "I hear you have some gay guys in Club

this year; you should beat 'em up."

- A large male enters the Rutgers University Lesbian/Gay Alliance [RULGA] office and threatens the woman staffer telling her that he will "show her how to be straight;"
- A recent caller to the RULGA Hotline leaves a message on the answering machine saying "Damned gays and lezzies, die of AIDS you homo queers...."
- A Douglass College senior, an out-of-the-closet lesbian, is chased by two Rutgers College men wielding broken beer bottles and shouting threats of showing her "how to be a real woman;"
- Hundreds of posters announcing RULGA events, most of them up for only hours, are torn down by homophobic passers-by; others are defaced with homophobic epithets such as "homo, queers, fucking faggots, die of AIDS," and "GAY=AIDS;"
- A gay male student's car is vandalized with "FAGGOT" written on it and signed by a fraternity, while the car is parked on University property.

These are not isolated incidents, but everyday occurrences in our lives. The vast majority of homophobic incidents are never reported because the victims are in the closet, or, as in too many rape cases, they do not perceive that anything can or will be accomplished if they do report it. The victims, unfortunately, are too often correct in their perception. This is a frightening situation, and certainly one which warrants greater response by the administration.

The above examples of homophobia at Rutgers are but a few of the many that are known to us personally. A multitude of others can be found listed in our confidential Hotline call-in log book, or in the stories told at any of our rap groups or weekly meetings. This is a serious problem which needs to be addressed as immediately and fully as racism and sexism. The problem will require the full resources available to the entire University, and more specifically to your office.

After witnessing your demonstrated verbal support for civil rights and social justice, we would expect you to give serious consideration

"The vast majority of homophobic incidents are never reported because the victims are in the closet."

to the following recommendations from the Rutgers University Lesbian/Gay Alliance as the first step toward directly addressing the concerns of lesbian and gay students, as well as the problem of homophobia, at Rutgers.

The Gay and Lesbian community at Rutgers needs:

- **A full-time openly gay or lesbian staff member** to [1] coordinate the Administration's response to homophobia; [2] organize public awareness efforts, such as outreach programs to fraternities, dormitories, and campus organizations; [3] assist in the planning of educational and cultural programs addressing the special needs and concerns of the gay and lesbian members of the University community. This staff person should be hired in consultation with RULGA to insure her/his appropriateness and ability to work with the community.
- **Inclusion of the lesbian/gay community**, and its concerns and problems, when addressing the issue of discrimination, sexism, and racism. This includes **any talks, speeches, press conferences** and other instances when the administration is publicly taking a stand for increased human awareness, toleration, and acceptance.
- **Increased visibility** of RULGA activities **through increased funding**, similar to that of other minority groups on campus.
- **Recognition and inclusion of RULGA and the gay community's activities in the University Catalog and other literature**, similar to the attention paid to other minority groups. A positive example of this can be seen in the attached pages from the Massachusetts Institute of Technology Bulletin.
- **Periodic public statements from the administration** reiterating its support of and adherence to the entire non-discrimination policy of Rutgers University.
- **Sensitivity training** for all university faculty and staff on the special needs and problems of gay and lesbian students and coworkers.
- **Increased library holdings** of lesbian and gay related periodicals and books. The current holdings are limited and out-of-date; we can furnish a list if necessary.
- **Larger office space and a second phone line** to accommodate our peer counselling services. Our office gets overcrowded and the phone line gets tied up very quickly. This semester alone we have received over 500

calls and visits, more than all other peer counselling centers combined. We would like to do more, but currently our resources are too limited.

Several of these recommendations are addressed at length in the recently released findings of the Rutgers University Sexual Orientation Survey completed by the Homosexuality and Society class taught by visiting professor Dr. Susan Cavin.

RULGA is taking its own steps to improve the situation of homophobia at Rutgers, but we cannot do it alone, nor should we have to. Currently, with our very limited resources and little University support, RULGA's programs include a weekly general rap group and one specifically for women of color; a peer counselling hotline service; regular dances and socials which provide the only public social space for under-age gay and lesbian students in central New Jersey; weekly meetings with speakers and programs; a special group for graduate and professional students with weekly meetings; an outreach program providing speakers; and a weekly radio show on WRSU.

In order to adequately address the special needs of gay and lesbian students, as well as homophobia at the University, we strongly urge immediate action on the above recommendations. These recommendations represent a bare minimum of what is required to begin to produce an atmosphere of acceptance and support. Active participation and support on a continued basis is imperative for an end to discrimination. Silence and quiet agreements do not foster increased awareness nor acceptance by anyone.

We are asking you, as the president of this University and as he who has taken it upon himself to address issues of human relations, to give these recommendations serious consideration and immediate attention. These are problems which need to be addressed now; they can no longer be pushed aside as if they do not exist. Sincerely,

Dan Kaufman
Co-President

Susan Billmeier
Co-President

[and 22 others]
and many, many more members of RULGA who, out of fear, are unable to sign their names.

[Copies were sent to members of the central administration, the campus provosts and deans, student governing associations, as well as campus and local media.] ■

"Silence and quiet agreements do not foster increased awareness nor acceptance by anyone."

Response from University President Edward J. Bloustein to the Rutgers University Lesbian/Gay Alliance

February 3, 1988

To the Members of the Rutgers University Lesbian/Gay Alliance:

You already know of my personal commitment to do everything possible to rid our community of bigotry. You are possibly also aware that the Board of Governors, in 1981, prohibited discrimination on the basis of "sexual orientation" in all admissions, employment and other academic and student life programs of the university. As important as words are in effectuating our purposes, action must be taken in some instances to reinforce the words. Therefore, I plan to take, and, in some instances, have already taken, the following actions, many of them in response to your letter of November 11, 1987:

(1) To provide a high-level, visible focus to the issue of discrimination and harassment of people on the basis of their sexual orientation, I shall appoint a Select Committee on Sexual Orientation* which will be charged with advising me and members of the administration on the full implementation of the University's policies barring discrimination on the basis of sexual orientation. Dean and Professor James Anderson of the School of Communication, Information, and Library Studies has accepted my invitation to chair the committee which will be appointed shortly.

(2) To increase student understanding of this issue and to reduce the level of homophobia on campus, I have directed the Health Education Department of the Rutgers Student Health Service to expand its health advocate program, working with residence life and other appropriate departments, to provide a training program covering, among other things: diverse lifestyles, harassment and bigotry, and how to make referrals and obtain counselling and other specialized support services.

(3) To create a visible focus in each college, I shall ask the Campus Provosts to identify a member of each dean's or dean of students' staff to assume responsibility for lesbian/gay concerns, and to provide a point of contact between the college and the Select Committee. I will ask such officers to serve as the contact persons for

resolving problems, promoting general awareness, sponsoring programs to reduce homophobia and making appropriate referrals for services and any special help.

(4) To emphasize the importance of respecting difference and eliminating bigotry and prejudice in our community, I shall ask each college to undertake to emphasize in its fall orientation program the purposes the university community shares in common. Among other issues which I shall suggest for inclusion in the program are panels on the importance of respecting diversity of special student interests, including those of gay and lesbian students.

(5) To deter any assaults directed against homosexuals and to increase the reporting of crime to the University Police, I am pleased to inform you that Police Chief Thomas M. Thompson has been designated to serve as special liaison to RULGA. I hope that you will designate members of your group who will work directly with Chief Thompson to improve communication, increase confidence in police operations and identify areas for mutual assistance.

(6) To take advantage of your offer of help, Ms. Marianne Gaunt, librarian at Alexander Library, has indicated that she will give careful consideration to the list of publications and periodicals you have compiled for acquisition by our libraries. She would also be happy to meet with students who wish to learn more about the Library's acquisitions policies.

(7) To review the University's statements on nondiscrimination in University publications (where, incidentally, the prohibition of discrimination on the basis of sexual orientation appears), I have asked the Assistant Vice President for Student Life Policy and Services, the Director of Affirmative Action, and the Director of Publications to review the content and placement of these messages.

(8) To facilitate reporting of and the subsequent removal of obscene, racist, sexist, homophobic and other hateful graffiti, the Assistant Vice President for Public Safety, Robert F. Ochs, has been designated as the person to

Appendix

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*The name of the committee was changed at the first meeting to "The President's Select Committee for Lesbian and Gay Concerns."

whom reports of offensive graffiti may be made. Reports can be made seven days a week, twenty-four hours a day, through the Campus Police (932-7211). An announcement to this effect will be made in campus media early in the spring semester and parallel procedures will be developed for the Camden and Newark Campuses.

(9) To respond to your specific request for a second telephone line, the Health Service will provide support for an additional telephone line during the school year and will also try to provide whatever additional help you need to continue to operate the Hot Line service.

(10) To increase student-based efforts to promote understanding, reduce prejudice, and achieve the goals of the program to advance our common purposes, I invite you, and all other student groups, to make proposals to a student grants program which will be announced early in the semester. This grant program will provide funds and other support for joint student-to-student and student, faculty and staff efforts to increase understanding, improve human relations and eliminate prejudice.

I believe that these steps will go some considerable way towards enlarging the contribution that the talent and diversity represented in the lesbian/gay community makes to Rutgers University. I ask for your support as we continue to try to make this a better place to learn and work together.

I am pleased to have been able to respond positively to many of your recommendations. There are two remaining issues raised in your letter: First, on the office space question, I suggest that you bring your requests for increased office space to the Dean of Students' Office in each of the colleges, as appropriate. These deans have responsibility for the assignment of our scarce space. Second, I have given consideration to your proposal for a "full-time openly gay or lesbian staff member to coordinate the Administration's response..." I believe that many of the purposes that you propose for this officer will be performed by the college based coordinators and will be guided by the Select Committee. In order to maximize the value of these efforts, however, I am committing resources either to provide release time for a staff member to devote substantial attention to these efforts or to engage the services of experts in the field to provide technical assistance to each college and

to serve as a resource to each college's coordinator.

Finally, to provide some further support in these matters I shall also distribute an abstract of Dr. Susan Cavin's report on the findings of her class' research to all deans. Moreover, I am also pleased to say that we will soon be bringing the new University Policy on Insult, Harassment and Defamation before the Board of Governors. Should the Board approve the policy — as I have every reason to believe it will — I shall take the necessary steps to bring it to the knowledge of the community and to enforce it effectively.

I believe that these steps will go some considerable way towards enlarging the contribution that the talent and diversity represented in the lesbian/gay community makes to Rutgers University. I ask for your support as we continue to try to make this a better place to learn and work together.

Sincerely,

Edward J. Bloustein

Biosketches of the Members of the President's Select Committee for Lesbian and Gay Concerns

Appendix

L

Chair

James D. Anderson, associate dean and professor, School of Communication, Information, and Library Studies

Anderson, an ordained elder in the Presbyterian Church USA, has served since 1980 as communications secretary (executive director) of Presbyterians for Lesbian & Gay Concerns, a national organization of clergy, elders, deacons, and church members. He edits the group's national monthly publication *More Light Update* and is a delegate member of the New Jersey Lesbian and Gay Coalition. Since graduating from Harvard and Columbia, Anderson has focused his research and teaching on database design for information retrieval, with an emphasis on semantic facet analysis and terminological management. He has designed a bilingual database for the literature of art history for the J. Paul Getty Trust and the Centre National de Recherche Scientifique in Paris as well as the database of the Modern Language Association. In addition to numerous scholarly publications, he has compiled *The Index of American Periodical Verse* since 1981 with his lover of over 18 years, the Cuban-born poet Rafael Catalá.

Task Group Convenors

James D. Anderson, (Personnel Benefits and Services)

Dennis Benson, (University Publications) director, Student Rights, Compliance and Discipline

Benson received his BA in English (1970) and MLS (1989) from Rutgers University and an MA in cinema studies (1984) from New York University. His current responsibilities include ensuring university-wide compliance with federal legislation concerning student rights, including Title VI, Title IX, Section 504, and FERPA; overseeing the student disciplinary procedure; and developing policies on such topics as academic integrity, harassment, insult and defamation. He is the editor of *Crossframe Review*, a media arts journal and has moderated a number of media and film panels, festivals, and series.

Susan Billmaier, (Special Concerns of Lesbians) co-president, Rutgers University Lesbian/Gay Alliance

Billmaier is a senior at Livingston College majoring in political science and women's studies. Serving her second term as co-president of RULGA, she has

been active in many lesbian- and gay-positive projects at Rutgers, including serving on the advisory committee for the video "A Little Respect: Lesbian and Gay Students on Campus"; providing peer education on date rape, homophobia, contraception, and other subjects as a sexual health advocate with the Health Education Department; and helping lead the campaign which resulted in the formation of the Select Committee. She received the 1989 Lesbian and Gay Achievement Award from the New Jersey Lesbian and Gay Coalition.

Susan Cavin, (Special Concerns of Lesbians) assistant director, Women's Studies

As both academic and activist, Cavin is a leader in the lesbian and gay communities. She was a founding editor of *TRIBAD*, the *Green Mountain Feminist News*, and *Big Apple Dyke News* where she also served as publisher for seven years. In 1984 she became the first woman president of the Gay and Lesbian Press Association which represents over 400 publications. Cavin has been interviewed by Nightline, CBS Evening News, CNN, and Good Morning America as the media spokesperson for the Supreme Court civic disobedience action at the 1987 March on Washington for Gay Rights. She is the author of *Lesbian Origins* (1985) as well as various articles. Cavin received her doctorate from Rutgers and taught sociology at Green Mountain College before returning to Rutgers in 1984. The "Rutgers Sexual Orientation Survey" which is summarized in Appendix D was completed as a project of Dr. Cavin's Homosexuality and Society class in 1987.

James Credle, (Special Concerns of People of Color and Newark Campus) assistant dean for minority student affairs, Newark

Credle has worked at Rutgers since 1973, first as director of the Office of Veterans Affairs and later as an assistant dean. A Vietnam veteran, he was awarded the Bronze Star, the Vietnamese Cross of Gallantry, and the Purple Heart. He has been a leader in a number of lesbian, gay, veteran, and African-American organizations, serving either currently or in the past as co-chair of the National Association of Black and White Men Together, Lesbians and Gays for Jackson/The Rainbow Coalition, the New York Council of Churches Minority Task Force on AIDS, and Men of All Colors Together/New York; secretary of the National Association of Black Veterans and the National Association of Concerned Veterans; vice chair of the New Jersey Agent Orange Commission; and member of the board of directors, CUNY Center for Lesbian and Gay Studies and the Hyacinth Foundation.

Tom DiValerio, (Special Concerns of the Camden Campus) coordinator of student activities, Camden

DiValerio is a 1977 graduate of Rutgers-Camden. He received his master's degree in administration from Rider College in 1986. After working in the student activities field at two other institutions, he returned to Rutgers-Camden in 1987. DiValerio is a part-time instructor at Holy Family College in Philadelphia where he teaches computer literacy, word processing, and database management workshops. He is chairman of the Sigma Epsilon Scholarship Foundation and a member of the Grand Council of Tau Epsilon Phi Fraternity.

Robert Jeffers, (Curriculum and Academic Affairs) associate dean, Faculty of Arts and Sciences; professor, Linguistics and Classics

A Phi Beta Kappa graduate of Rutgers-Newark, Jeffers received his doctorate from Cornell University. He was a visiting scholar at the Linguistic Institute of the Linguistics Society of America, a visiting research fellow at the School of Celtic Studies at the Dublin Institute for Advanced Studies, and a research fellow at the American Institute of Indian Studies. Before returning to Rutgers in 1981 he taught at the Ohio State University and served as chair of its Linguistics Department. He has published extensively on the subject of language change and is the co-author of *Principles and Methods for Historical Linguistics*. He is currently president of the International Society for Historical Linguistics and managing editor of *Diachronica*.

Ronald A. Nieberding, (Student Life and Services) coordinator, Walt Whitman Center for the Culture and Politics of Democracy

Nieberding is a graduate student in Political Science where he studies political and feminist theory. As a graduate fellow for 1989-90 at the Rutgers Center for Historical Analysis, he is studying the theoretical relationship between gay male identity and how difference and power are experienced. Before coming to Rutgers, Nieberding worked for various social change organizations and was involved in Democratic and gay politics in Washington, DC. He was research coordinator for the Democratic Policy Commission, a panel of elected officials formed by the Democratic National Committee, and executive director of the Community Careers Resource Center where he edited *Community Jobs*. He was on the national board of directors of Americans for Democratic Action for a number of years.

Ann M. Wilson, (Ending Homophobia) assistant extension specialist/assistant professor, School of Social Work

Wilson is the director of an inter-agency network of service providers and advocates for youth in the School of Social Work's Center for Community Education. She received her BA (1967) and MSW (1973) from Rutgers University and is currently a doctoral candidate at the City University of New York/Hunter where her research focuses on inter-organizational relationships. She is co-chair of the board of directors of the Fund for Human Dignity, the nation's largest and oldest lesbian and gay educational foundation, which operates the AIDS-800 and national gay crisisline. Wilson is also on the Youth Advisory Committee

of the New Jersey Lesbian and Gay Coalition/Personal Liberty Fund.

Members

Joseph F. Boylan, assistant athletic director for academic support programs, Division of Intercollegiate Athletics

Boylan was associate head basketball coach at Rutgers from 1973 to 1985. Prior to coming to Rutgers, he coached at American University. In his current position, he oversees and plans academic support for 1200 student athletes in 32 sports and serves as liaison between coaches and the academic and administrative departments of the University.

John B. Bronzan, professor, Physics

Bronzan was raised in California and attended Stanford and Princeton Universities. Following his graduate training, he was on the Massachusetts Institute of Technology faculty before moving to the Rutgers Department of Physics and Astronomy. During his eighteen years at Rutgers his research has focused on the field of theoretical particle physics, and more recently quantum chromodynamics, the field theory describing the interactions of quarks and gluons, and how they bind to form the protons, neutrons and other particles that are the constituents of matter.

Cheryl Clarke, assistant dean of students for special populations and affiliate student programs, Rutgers College

Clarke came out as a lesbian and a poet in 1973. Since then, she has gained national recognition as a writer and exponent of things black, gay, and progressive. She is the author of three books of poetry, *Narratives: Poems in the Tradition of Black Women* (1983), *Living as a Lesbian* (1986), and *Humid Pitch* (1989). Since 1981, Clarke has been a member of the editorial collective of *Conditions Magazine*. Her poems, essays, and reviews have appeared in various anthologies, among them: *Lesbian Poetry* (1981), *Home Girls: A Black Feminist Anthology* (1983), *This Bridge Called My Back: Writings by Radical Women of Color* (1981), as well as numerous journals and magazines. As assistant dean of students Clarke has had specific responsibilities in the area of lesbian and gay student life. This fall she will be coordinating the Lionel Cuffie Lesbian and Gay Cultural Series.

Nathan J. Cotler, Rutgers College, 1950; Graduate School of Education 1962

Cotler was vice-president of a retail clothing concern for many years, taught secondary mathematics, and worked for New Jersey's Child Protective Services. Recently widowed, he is also a grandfather. He has been associated with numerous gay organizations including New Jersey Gay Fathers (past secretary), Congregations Beth Simchat Torah and Beth Ahavah, Senior Action in a Gay Environment, the Married Men's Group of Gay Fathers, and the Gay Fathers' Forum of Greater New York. After attending the Northeast Conference of Gay and Lesbian Alumni Associations in 1986 Cotler began efforts to establish a lesbian/gay alumnae/i group at Rutgers. With the help of the Select Committee, Rutgers University Gay and Lesbian Alumnae/i (Rutgers GALA) was inaugurated on June 7, 1989.

John E. Creeden, assistant provost for student affairs, New Brunswick

Creeden came to Rutgers three years ago after serving as deputy associate dean at the University of Wisconsin's College of Letters and Science. At Wisconsin he was responsible for academic advising and development and supervised the College's Minority Student Programs. At Rutgers-New Brunswick he is responsible for policy development and overall coordination of student life programs for undergraduate and graduate students. He received a BA in English from College of the Holy Cross, and an MA in English and a doctorate in educational administration from the University of Wisconsin at Madison. He teaches introductory English composition courses and has recently been published in the *Journal of College Student Development* and the *NASPA Journal*.

Julie Davis, Douglass College 1989

Davis graduated from Douglass College with a major in political science and a minor in French. A member of the Select Committee from spring 1988 to spring 1989, she was an officer of the Women's Support and Resource Center and a member of the Douglass College Governing Association and the Emerging Leaders Program at Douglass College. She also lead orientation sessions for new students and served as a student academic advisor.

Thomas R. Edwards, professor, English

Edwards received his BA from Amherst College and his MA and doctorate from Harvard. He has been at Rutgers since 1964, and served as chair of the New Brunswick Department of English from 1973 to 1979. He is the author of *This Dark Estate: A Reading of Pope* (University of California Press) and *Imagination and Power* (Oxford University Press), as well as more than 100 articles and reviews in academic and popular journals. He has held fellowships from the Guggenheim Foundation and the American Council of Learned Societies, served as juror for the Pulitzer Prize in fiction, and is now the executive editor of *Raritan: A Quarterly Review*. He is married, with two grown children.

Lee Gidding, university director, Affirmative Action and Employment Research

Gidding, a graduate of Antioch College, is responsible for ensuring compliance with University policy and state and federal laws prohibiting discrimination in employment. She came to Rutgers in 1973, having formerly served as founding executive director of the National Abortion Rights Action League (NARAL), a national coalition of legal, medical, religious, social service, and women's organizations working to eliminate all laws and practices that restrict a woman's right to safe, medical abortion. For many years she has been an officer of the Association for Voluntary Surgical Contraception.

John R. Gillis, professor, History

Gillis is a social historian interested in the changing character of age, gender, family, and sexual relations in the 19th and 20th Centuries. He has worked on both Germany and Britain, and two of his books, *Youth and History* (1975) and *For Better, For Worst: British Marriages, 1600 to the Present* (1985) have been

directly concerned with the history of homosocial relations. Gillis is currently project leader for the Rutgers Center for Historical Analysis, whose current theme is "The Historical Construction of Identities." The Center's fellows include several persons working on aspects of gay history and in early December the center will sponsor a major conference — "Constructing Masculinities" — on the topic. He is married to Dr. Christina Gillis, the associate director of the Doreen Townsend Center for the Humanities, University of California, Berkeley. He is the father of two grown sons.

Hilda Hidalgo, professor, Public Administration and Social Work

Hidalgo is on the board of directors of the National Association of Social Workers Concerned with Lesbian/Gay Issues and the editorial board of the *Journal of Gay and Lesbian Psychotherapy* (Haworth Press, New York). Her publications in the area of lesbian and gay studies include "Third World Lesbians: Organizing at the National Level to Combat Oppression" in *Fight Back: Feminist Resistance to Male Violence*, Delacoste and Newman, eds. (Cleis Press, 1981), "New Families, New Needs: A Critical View of Gender Roles Among Puerto Ricans" in *Women Identified, Women Anthology*, Potter and Darty eds. (Mayfield Publishing, 1984), and the collection she co-edited, *Lesbian and Gay Issues: A Resource Manual for Social Workers* (National Association of Social Workers, 1985). She is also a certified marriage counselor.

Michele Jardine, president, Rutgers University Panhellenic Association

Jardine is a senior majoring in economics and minoring in sociology at Douglass College. She has been active in the Accounting Society, the Economics Society, the Douglass Project for Women in Math and Science, and Omicron Delta Epsilon, the national economics honor society. As a member of Delta Gamma sorority Jardine was elected president of the Panhellenic Association in March 1989. She is a member of the New Jersey Greek Task Force and the Alumni Interfraternity Council Joint Committee and is active in the Rutgers Committee to Advance Our Common Purposes which was initiated to fight bigotry and racism.

Dan Kaufman, former co-president, Rutgers University Lesbian/Gay Alliance

Kaufman is a 1989 graduate of Rutgers College. While at Rutgers he played an instrumental role in prompting the University Administration to respond to the needs of the gay and lesbian communities. As a result of his work, he received the 1989 New Jersey Lesbian and Gay Coalition's Achievement Award. As co-president of the Lesbian/Gay Alliance in his junior year, he set goals of increasing the visibility and activity of the organization, as well as improving relations with the rest of the University. Kaufman is currently a desktop publisher and editor for the National Council for the Social Studies in Washington, DC. He is a volunteer for various gay and lesbian organizations and is also one of the founding members of the Rutgers University Gay and Lesbian Alumnae/i (Rutgers GALA).

Wanda Maximilien, associate professor of music, Mason Gross School of the Arts

Maximilien holds a BM and MS from the Juilliard School and a Diploma from the American Conservatory at Fontainebleau, where she studied with Nadia Boulanger. She has received awards from the National Endowment for the Arts, the Martha Baird Rockefeller Fund, and the Alice Ditson Fund. She has recorded works by many contemporary composers for CRI, and has appeared as soloist with the Group for Contemporary Music and Composers' Concordance as well as the Orchestra of the Twentieth Century at Carnegie Hall. She is now a musician in residence at the Isadora Duncan International Center for Dance. Maximilien is a volunteer for the Lesbian and Gay Community Services Center of New York, Senior Action in a Gay Environment (SAGE), and the Manhattan Center for Living.

Barry M. Millett, associate provost for student life, Camden

Millett's professional work with students has spanned 33 years. He joined Rutgers in 1965 as associate dean for residence life, Rutgers College, after having served nine years as associate dean of men at the University of Maine. In 1967 he was appointed dean of students at the Rutgers-Camden campus. Since coming to Camden the campus has grown from 700 students to 5500. Presently he is responsible for housing, counseling, dining, career planning and placement, discipline, student organizations, and the bookstore. After four years in the US Army, serving in Korea, he completed his BA in psychology at the University of Maine. He has a masters in higher education from Boston University. Millett is married, has one child, and is the grandfather of two.

Carolynne Murphy, director, Busch-Livingston Health Center, Rutgers Student Health Service

Murphy received her BSN from Rutgers College of Nursing and her MSN in adult primary care from the Columbia University School of Nursing. She graduated with high honors and received the Deans Award for Clinical Excellence from Rutgers. She has worked as head nurse, coronary care in the intensive care unit of the Stanford University Medical Center and a staff nurse practitioner at the Hurtado Health Center. She currently provides health care for students with acute and chronic illnesses and works to promote behaviors and strategies that students can employ to enhance their mental and physical well-being.

Kenneth Roy, director, Livingston College Counseling Center

Roy came to Rutgers in 1971 after earning a BA in psychology and an MED in higher education at Penn State. His doctorate in counseling psychology is from Rutgers. He is a licensed psychologist, a member of the Board of Psychological Examiners for the State of New Jersey, and an associate of the Baltimore-Washington Center of the A.K. Rice Institute.

Louis A. Sass, associate professor of clinical psychology, Graduate School of Applied and Professional Psychology

Sass' research and writing has primarily dealt with issues in phenomenological psychology and the philosophy of psy-

chology. He was a co-editor of *Hermeneutics and Psychological Theory* (1988) and has published articles in various psychological, psychoanalytic and literary journals. He is currently completing a book concerning "Madness and Modernism" for which he received fellowships from the National Endowment for the Humanities and the Institute for Advanced Study in Princeton. His book *An Apollonian Illness — Wittgenstein, Schreber and the Problem of Solipsism* will be published by Cornell University Press in 1990. Sass has been a Henry Rutgers Research Fellow and a fellow of both the Center for Critical Analysis of Contemporary Culture at Rutgers (1988-9) and the New York Institute for the Humanities. He is actively involved with the American Psychological Association, serving recently as program chair for the division of Theoretical and Philosophical Psychology. He graduated *cum laude* from Harvard and received his doctorate from the University of California at Berkeley.

Catharine R. Stimpson, vice provost for graduate education, dean, Graduate School, New Brunswick, university professor, English

Stimpson was the founding editor of *Signs: Journal of Women in Culture and Society* from 1974 to 1980 and currently edits a book series for the University of Chicago Press. She was the first director of the Women's Center of Barnard College and the Institute for Research on Women at Rutgers. Author of a novel, *Class Notes* (1979, 1980), and editor of seven books, she has also published over 125 monographs, essays, stories, and reviews in such places as *Transatlantic Review*, *Nation*, *New York Times Book Review*, *Critical Inquiry*, and *boundary 2*. A selection of essays, *Where the Meanings Are*, appeared in 1988. Her book on Gertrude Stein is under contract to the University of Chicago Press. Stimpson has lectured at over 250 institutions and events and her public service includes chairing the New York State Council for the Humanities, the National Council for Research on Women, and the *Ms. Magazine* Board of Scholars. She is president-elect of the Modern Language Association. Educated at Bryn Mawr College, Cambridge University, and Columbia, the holder of honorary degrees from Upsala and Monmouth Colleges, she has also held Fulbright and Rockefeller Humanities Fellowships.

Thomas M. Thompson, chief, University Police

Thompson joined the University Police in 1968 as a patrol officer. He was promoted to detective (white-collar crime, crime prevention and community relations activities), lieutenant, captain of detectives, and, in 1980, chief of police. He attended the University of Virginia and Rutgers, receiving a degree in criminal justice, and graduated from the Federal Bureau of Investigation National Academy. Thompson served as president of the New Jersey College and University Public Safety Association and has been a member of the Highland Park Volunteer First Aid Squad for ten years, including service as captain.

Summary (At Time of Appointment)

3 Academic Deans	2 Health/Counseling Professionals
1 Affirmative Action Director	1 Police Chief
1 Alumnus	3 Provosts
1 Athletic Director	5 Students
2 Deans of Students	2 Student Life Professionals
11 Faculty Members	

Liaisons for Lesbian and Gay Concerns

The liaisons were appointed "to assume responsibility for lesbian/gay concerns and to provide a point of contact between the college [or school] and the Select Committee." President Bloustein asked the liaisons "to serve as the contact persons for resolving problems, promoting general awareness, sponsoring programs to reduce homophobia and making appropriate referrals for services and any special help."

University Wide

Information Resources

Dennis Benson*, director, Student Rights, Compliance and Discipline: 201/932-7255

Cathy Charlton, coordinator, Sexual Health Education: 201/932-7710

Theresa Loser, associate dean, Office of Fraternity and Sorority Affairs: 201/932-7692

New Brunswick Campus

(201 area code)

College of Engineering

Fred Bernath, associate dean: 932-2212

College of Pharmacy

Bartley J. Sciarrone, associate dean for undergraduate programs: 932-2667

Cook College

Lee D. Schneider, dean of students: 932-9465

Douglass College

Nancy A. Richards, dean of students: 932-9822

Janice M. Meehan, associate dean of students: 932-9433

Faculty of Arts and Sciences

Karen Stubaus, assistant dean for personnel and affirmative action: 932-8438

Graduate School

Harvey Waterman, associate dean: 932-7747

Barbara Bender, assistant dean: 932-7034

Graduate School of Applied and Professional Psychology

S. Ruth Schulman, associate dean: 932-2016

Graduate School of Education

Marsha Anderson, assistant dean: 932-7463

Livingston College

George Jones, dean of students: 932-4077

Mason Gross School of the Arts

Doris Ostroff, assistant dean: 932-9289

Rutgers College

Stayton A. Wood, dean of students: 932-7442

Cheryl Clarke*, assistant dean of students: 932-7107

School of Business

Martin Markowitz, associate dean for academic affairs: 932-3600

School of Communication, Information, and Library Studies

James D. Anderson*, associate dean: 932-7501

School of Social Work

Edward R. Lowenstein, associate professor: 932-7550

University College

Elena Buchanan, assistant dean for counseling and student affairs: 932-8074

Newark Campus

(201 area code)

College of Arts and Sciences

James Credle*, assistant dean for minority student affairs: 648-5300; 648-5568

College of Nursing

Elaine B. Dolinsky, assistant dean for student life and services: 648-5845

Faculty of Arts and Sciences

Cassie E. Miller, associate dean: 648-5421

Graduate School

Sunday DiPalma, associate dean: 648-5834

Graduate School of Public Administration

Hilda Hidalgo*, professor: 648-5821

Graduate School of Management

Patricia D. Rotonda, assistant dean: 648-5482

School of Criminal Justice

Albert L. Record, associate dean: 648-5870

School of Law

Lewis Kerman, assistant dean for student affairs: 648-5671

University College

Cassie E. Miller, associate dean of students: 648-5421

Camden Campus

(609 area code)

College of Arts and Sciences

Tom DiValerio*, student activities coordinator: 757-6161

School of Law

Audrey Blackburn, dean of students: 757-6396

School of Business

Samuel Rabinowitz, associate professor: 757-6218

Appendix

M

* Also a member of the President's Select Committee for Lesbian and Gay Concerns.

Appendix

N

Resources for Lesbian and Gay Students, Faculty and Staff

To Report Harassment

If you are harassed because of your race, color, creed, ethnicity, religion, sex, or sexual orientation, call the Rutgers University Police Department for help at 201/932-7211 and report the incident. Harassment includes assault, verbal and physical abuse, slurs, and annoying or offensive communications.

Resources/Rutgers University

Rutgers University Lesbian/Gay Alliance. 445 Rutgers Student Center, College Avenue Campus, New Brunswick, NJ 08903. 201/932-7886. RULGA has weekly meetings, regular rap groups, a group for graduate and professional students, dances and socials, as well as speakers and other programs.

Rutgers University Lesbian/Gay Peer Counselor/Infoline. 201/932-7886. The hotline and drop-in service normally operates from 7 to 11 pm when classes are in session.

Gay and Lesbian Alliance/GALA-Newark. 222 Robeson Campus Center, Rutgers University-Newark, Newark, NJ 07102.

Rutgers Law School Lesbian and Gay Men's Caucus. 15 Washington Street, Newark, NJ 07102.

Rutgers University Gay and Lesbian Alumnae/i. Ray Johnson, Rutgers GALA, PO Box 160, New Brunswick, NJ 08903. 201/247-0515. Rutgers GALA host social functions during traditional alumni events; co-sponsors the Rutgers University Lesbian and Gay Archives Project; produces a lesbian/gay events calendar for Central New Jersey as well as a newsletter; and organizes a lesbian/gay study lecture series.

Resources/New Jersey

New Jersey Lesbian and Gay Coalition. Box 1431, New Brunswick, NJ 08903. Publishes *New Jersey*. Coordinates lobbying and political activities in Trenton and Washington, DC. The Personal Liberty Fund is its tax exempt arm for legal defense and educational projects including the AIDS Education Project, the Advisory Committee on Lesbian and Gay Adolescents, and a Speakers Bureau.

Amazon Autumn. PO Box 2104, Union, NJ 07083. Sponsors annual lesbian-feminist conference.

Buddhist Association of the Lesbian/Gay Community. PO Box 1974, Bloomfield, NJ 07003.

Dignity/New Brunswick. Box 996, Bound Brook, NJ 08805. 201/819-0668. A group for lesbian and gay Catholics and their friends.

Dignity/Northeast New Jersey. PO Box 301, Bergen Point Station, Bayonne, NJ 07002. 201/463-6259.

Gay Activist Alliance in Morris County (GAAMC). Box 137, Convent Station, NJ 07961. Publishes *NJ Pride*, an annual directory and the newsletter *Challenge*. Hosts the annual statewide United conference. Helpline 201/285-1595 7-10 pm. Meets Mondays 8:30 p.m., Morristown Unitarian Fellowship, 21 Normandy Heights Road.

Gay Activist Alliance of New Jersey (GAANJ). Box 1734, South Hackensack, NJ 07606. Hotline 201/692-1794. Publishes *Coming Out*. Meets Wednesdays 8:30 pm at St. Mark's in Teaneck.

Gay and Lesbian Youth in New Jersey (GALY-NJ). 201/285-1595. Sponsored jointly by GAAMC and Northern New Jersey P-FLAG.

Lesbians and Gay Men of New Brunswick. Box 1949, New Brunswick, NJ 08903. 201/247-0515. Meets second and fourth Tuesdays, 8:00 pm at Friends Meeting House, 109 Nichol Ave., New Brunswick. Meetings are open and all members of the community are encouraged to attend.

Metropolitan Community Church of Christ the Liberator. Box 10494, New Brunswick, NJ 08906. 201/249-8310. A nationwide church affiliation that offers an ecumenical Christian fellowship for the lesbian and gay community. Worship service 2:30 pm Sundays at St. Michael's Chapel, Davidson Road on Busch Campus, Rutgers.

More Than You Can Count. Box 4178, Highland Park, NJ 08904. 201/828-1421. Provides a forum to celebrate, validate, educate, inspire, and empower the lives and works of lesbians.

North Jersey Parents and Friends of Lesbians and Gays. Box 244, Belleville, NJ 07109. 201/537-6701.

Oasis. All Saints Church, 707 Washington, Hoboken, NJ 07030. 201/792-0340. An Episcopalian ministry to the lesbian/gay community sponsored by the Diocese of Newark.

Resources/National

Federation of Parents and Friends of Gays (P-FLAG). Box 20308, Denver, CO 80208. 303/321-2270

Fund for Human Dignity, 666 Broadway, New York, NY 10012. 212/529-1600 or 1-800/SOS-GAYS.

Gay and Lesbian Advocates and Defenders, PO Box 218, Boston, MA 02112. 617/426-1350.

Gay and Lesbian Alliance Against Defamation (GLAAD), 99 Hudson Street, #1400, New York, NY 10013. 212/966-1700.

The Gayellow Pages, Box 292 Village Station, New York, NY 10014. 212/674-0120.

Hetrick-Martin Institute, 401 West Street, New York, NY 10014. 212/633-8920.

Human Rights Campaign Fund, 1012 14th Street, NW #607, Washington, DC 20005. 202/628-4160.

Lambda Legal Defense and Educational Fund, 666 Broadway #410, New York, NY 10012. 212/995-8585.

Lesbian Rights Project, 1370 Mission Street, San Francisco, CA 94103. 415/621-0674.

Men of All Colors Together, P.O. Box 1518, Ansonia Station, New York, NY 10023.

National Coalition of Black Lesbians and Gays, 19641 West Seven Mile, Detroit, MI 48219. 313/573-0484. Publishes *Black/Out*.

National Gay and Lesbian Task Force, 1517 U Street NW, Washington, DC 20009. 202/332-6483.

Resources/Educational

American College Personnel Association, Standing Committee for Lesbian, Gay, and Bisexual Awareness, Western Connecticut State University, Danbury, CT 068810. Publishes *Out on Campus*.

American Federation of Teachers, National Gay and Lesbian Caucus, 3328 Edgemont Street, Philadelphia, PA 19134. 215/425-1831.

Center for Research and Education in Sexuality, San Francisco State University, San Francisco, CA 94132. 415/469-1137.

Gay and Lesbian Equity in Academia Network (GLEAN), Luke Adams, National Student Educational Fund, 1012 14th Street NW, Suite 207, Washington, DC 20005. 202/347-USSA.

National Education Association, Gay and Lesbian Educators Caucus, 2043 Lemyne Street, Los Angeles, CA 90026. 213/661-0887.

Network of Gay and Lesbian Alumni/ae Associations, Box 15141, Washington, DC 20003. Publishes *NetGALA News*.

North East Lesbian and Gay Student Task Force, 1517 U Street, NW, Washington, DC 20009.

Lesbian and Gay Studies Professional Associations and Newsletters

Various organizations have been founded to promote academic inquiry into lesbian and gay issues. Causes have also been founded to give a distinct voice to lesbian and gay concerns within various discipline-based professional academic associations. They work against discrimination in hiring, promotion, tenure, or salary; promote the integration of the results of responsible research into the curriculum; provide forums for the presentation of research in lesbian and gay studies; receive complaints regarding discrimination; and publish newsletters. Directories of Lesbian and Gay Archives, Libraries, and Professional Groups are compiled by Cal Gough, coordinator, Library Information Clearinghouse, Gay and Lesbian Task Force/ALA, 491 Seminole Avenue #14, Atlanta, GA 30307, 404/577-4600.

American Association of Physicians for Human Rights, PO Box 14366, San Francisco, CA 94114.

American Philosophy Association Newsletter, c/o John Pugh, Department of Philosophy, John Carroll University, University Heights, OH 44118, (home: 216/371-4597).

Association for Gay, Lesbian, and Bisexual Issues in Counseling, American Association for Counseling and Development, PO Box 216, Jenkintown, PA 19046.

Association of Gay and Lesbian Psychiatrists Newsletter, American Psychiatric Association, c/o David Scasta, M.D., 1721 Addison Street, Philadelphia, PA 19146.

Association of Lesbian and Gay Psychologists Newsletter, 2336 Market Street, #8, San Francisco, CA 94114.

Caucus on Gay and Lesbian Concerns, Speech Communication Association, c/o Randall Majors, 32 Buena Vista Terrace, San Francisco, CA 94117.

Committee on Gay/Lesbian Issues, National Association of Social Workers, 7981 Eastern Avenue, Silver Springs, MD 20910, 301/565-0333; 800/638-8799.

Committee on Lesbian and Gay Concerns, American Psychological Association, 1200 17th Street, NW, Washington, DC 20036.

Committee on Lesbian and Gay History Newsletter, American Historical Association, c/o John C. Fout, Department of History, Bard College, Annandale-on-Hudson, NY 12504, 914/758-6822 ext. 236.

Gay and Lesbian Concerns Subdivision, American Association of Law Librarians, c/o Paul George, 1361 North Laurel Street, #18, West Hollywood, CA 90046.

Gay and Lesbian Task Force, American Library Association, c/o Roland Hansen, 3824 North Fremont, Chicago, IL 60613.

Gay and Lesbian Political Science Caucus, American Political Science Association, c/o Mark Blasius, City University of New York, 429 West 46th St., #6-D, New York, NY 10036.

Gay Nurses Alliance, American Nurses Association, 2607 Westchester Avenue, Ellicott City, MD 21043, 301/465-4641.

Gay Public Health Workers Caucus, American Public Health Association, c/o Barbara Herbert, 1725 17th Street, NW #504, Washington, DC 20009, 202/789-5600.

International Association of Lesbian and Gay Gerontologists, PO Box 26197, San Francisco, CA 94126.

Lesbian and Gay Chiropractic Association, c/o Charles Franchino, 30 Fifth Avenue #1-C, New York, NY 10011, 212/673-4331.

Lesbian and Gay People in Medicine, American Medical Association, 1910 Association Drive, Reston, VA 22091, 703/620-6600.

Lesbian, Gay, and Bisexual People in Medicine Task Force, American Medical Student Association, 1890 Preston White Drive, Reston, VA 22091, 703/620-6600.

LGSN: Lesbian and Gay Studies Newsletter, Gay and Lesbian Caucus of the Modern Language Association, Department of English, University of Toronto, 7 King's College Circle, Toronto, CAN-ADA M5S 1A1.

MLA Division of Gay Studies, c/o Eve Kosofsky Sedgwick, Department of English, Duke University, Durham, NC 27706.

National Organization of Gay and Lesbian Scientists and Technical Professionals, PO Box 14138, Chicago, IL 60614, 312/929-9538.

New Jersey Task Force on Lesbian and Gay Issues, National Association of Social Workers, 110 West State Street, Trenton, NJ 08608, 201/746-6196.

Section on Gay and Lesbian Legal Issues, Association of American Law Schools, c/o Arthur S. Leonard, New York University Law School, 57 Worth Street, New York, NY 10013, 212/431-2146.

The Society for Lesbian and Gay Anthropology/The Gay and Lesbian Caucus of the American Anthropological Association, c/o Arnold Pilling,

Department of Anthropology, Wayne State University, Detroit, MI 48202.

Sociologists' Lesbian and Gay Caucus Newsletter, American Sociological Association and the Society for the Study of Social Problems, PO Box 415, Claremont CA 91711.

Lesbian/Gay Studies Journals

Amethyst: A Literary Journal for Lesbians and Gay Men, Box 54719, Atlanta GA 30308, 404/584-2104.

Christopher Street, Box 1475, New York, NY 10008, 212/925-8021.

Columbia University Press Book Series, Between Men - Between Women; Lesbian and Gay Studies, Richard D. Mohr, general editor, 563 West 113th Street, New York, NY 10025.

Conditions, Box 159046, Van Brunt Station, Brooklyn, NY 11215-09046, 718/788-8654.

The European Gay Review, BCM Box 8970, London WC1N 3XX, ENGLAND.

Evergreen Chronicles, A Journal of Gay and Lesbian Writers, Box 8939, Minneapolis, MN 55403.

Forum Homosexualitaet und Literatur, c/o Wolfgang Popp and Dietrich Molitor, Universitaet Gesamthochschule Siegen, Fachbereich 3, Postfach 10 12 40, D59000, Siegen, WEST GERMANY.

Homologie, Dokumentatiecentrum Homostudies, University of Amsterdam, Weteringschans 102, 1017 XS Amsterdam, The NETHERLANDS.

James White Review, Box 3356, Traffic Station, Minneapolis, MN 55403.

The Journal of Gay and Lesbian Psychotherapy, Haworth Press, 12 W. 32nd Street, New York, NY 10001, 212/279-1200.

The Journal of Homosexuality, Haworth Press, 12 W. 32nd Street, New York, NY 10001, 212/279-1200.

M/r, 2600 Dwight Way, Berkeley, CA 94704.

Matrices: A Lesbian-Feminist Research Newsletter, c/o Jacqueline Zita, managing editor, Women's Studies, 492 Ford Hall, University of Minnesota, Minneapolis, MN 55455.

Men's Studies Review, PO Box 32, Harriman TN 37748-0032.

Other Countries, P.O. Box 21176, Midtown Station, New York, NY 10129.

Sodoma: rivista omosessuale di cultura, Fondazione Sandro Penna, via Accademia della Scienze, 1, 10123, Torino, ITALY.

Academic Lesbian/Gay E-Mail

Gaynet, "GAYNET@Athena.MIT.EDU".

Resources/Archives

There are over 50 gay/lesbian archives or libraries. The following is just a sample:

International Association of Lesbian and Gay Archives and Libraries, c/o Bill Walker, 3823 17th Street, San Francisco, CA 94114.

Black Gay Archives, Box 30024, Philadelphia, PA 19103.

Gay and Lesbian Library/Archives of Philadelphia, 3500 Lancaster Ave., PO Box 15748, Philadelphia, PA 19103. 215/386-6676.

Gay History Film Project, PO Box 77043, San Francisco, CA 94107.

International Gay and Lesbian Archives, Box 38100, Los Angeles CA 90038-0100. 213/364-2799. Publishes *ILGA Bulletin*.

Latina Lesbian History Project, PO Box 627, Stuyvesant Station, New York, NY 10009. 212/677-1289.

Lesbian Herstory Archives, Box 1258, New York, NY 10116. 212/874-7232. Publishes *Lesbian Herstory Archives News*.

National Association of Lesbian and Gay Alcoholism Professionals (NALGAP) Collection, Center of Alcohol Studies Library, Smithers Hall, Busch Campus, Rutgers University, Piscataway, NJ 08854. 201/932-4442.

Rutgers University Lesbian and Gay Archives Project, c/o Rutgers GALA, PO Box 160, New Brunswick, NJ 08903.

Publications/General and News

The Advocate, Box 4371, Los Angeles CA 90078. 213/871-1225.

Au Courant, 222 N. 11th Street, Philadelphia, PA 19107. 215/592-4615.

Changing Men, 306 North Brooke, Madison, WI 53715.

Gay Community News, 62 Berkeley Street, Boston, MA 02116. 617/426-4469.

Lavender Express, Box 1040, Woodbridge, NJ 07095.

The Network, Box 10372, New Brunswick, NJ 08906. 201/572-6467.

New York Native, Box 1475, Church Street Station, New York, NY 10008. 212/627-2120.

Outlook, Box 46430, San Francisco, CA 94146. 415/626-7929.

Outweek, 77 Lexington Avenue, Suite 200, New York, NY 10010. 212/685-6398.

Philadelphia Gay News, 254 South 11th Street, Philadelphia, PA 19107. 215/625-8501.

Washington Blade, 724 - 9th St., N.W., #800, Washington, DC 20001. 202/347-2038.

Womanews, PO Box 220, Village Station, New York, NY 10014. 212/789-7963.

Resources/Bookstores

A Different Light, 548 Hudson Street, New York, NY 10014. 212/989-4850. Holds regular readings by authors.

Giovanni's Room, 345 South 12th St., Philadelphia, PA 19107. 215/932-2960.

Judith's Room, 651 Washington St., New York, NY 10014. 212/727-7330.

Lambda Rising, 1625 Connecticut Avenue NW, Washington, DC 20009. 202/462-6969. Publishes *Lambda Rising Book Report*, and an extensive catalogue.

Oscar Wilde Memorial Bookstore, 15 Christopher Street, New York, NY 10014. 212/255-8097. "The world's first lesbian/gay liberation bookshop, founded 1967."

Pandora Book Peddlers, 68 West Palisade Avenue, Englewood, NJ 07631. 201/894-5404.

ORDER FORM

A New Video Available from Rutgers University:

A Little Respect: Lesbian and Gay Students on Campus, a twenty minute video discussing issues of sexual orientation on campus. Funded by a grant from the New Jersey Department of Higher Education and produced by the Rutgers Office of Radio and Television, this powerful video, complete with facilitator's discussion guide, is ideal for use in new student orientation programs, faculty and staff development programs, student leadership workshops and general classroom presentations. The video helps identify occurrences of homophobia on campus; promotes provocative discussions on homophobia, racism, and sexism; explores the experience of being a lesbian or gay student in a culturally diverse college environment; inspires revealing and honest discussion among students of all sexual orientations; and celebrates and affirms the lesbian or gay student.

For information on availability, please contact the Office of Student Life Policy and Services, Rutgers, The State University, 301 Van Nest Hall, Old Queens Campus, New Brunswick, NJ 08903.

If you are a Rutgers faculty or staff member or alumna/us we would be happy to send you information about the following:

- ☐ Sensitivity training workshops for your office, department, or student group.
- ☐ How you can serve as a mentor to a lesbian or gay student.
- ☐ A copy of the "Straight Talk About Homosexuality" brochure.
- ☐ Information on how to integrate the lesbian and gay experience into your curriculum.
- ☐ Joining the Rutgers University Gay and Lesbian Alumni/ae (Rutgers GALA).
- ☐ Please add my name to your mailing list for future events; reports, newsletters, or resources.

I would like to order the following:

Quantity	Cost
☐ <i>In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns</i> at \$10.00 each	\$ _____

I would like to make a contribution to the Rutgers University Lesbian and Gay Support Fund in the amount of \$ _____

I would like to make a contribution to Rutgers University Gay and Lesbian Alumni/ae (Rutgers GALA) in the amount of \$ _____

TOTAL ENCLOSED \$ _____

Please make checks payable to Rutgers, The State University and return with a copy of this form to:

The President's Select Committee for Lesbian and Gay Concerns
Rutgers, The State University
301 Van Nest Hall, Old Queens Campus
New Brunswick, NJ 08903

Name _____
Office _____
Address _____
City _____ State _____ Zip code _____
Phone _____ / _____

The President's Select Committee for Lesbian and Gay Concerns
Office of Student Life, Policy, and Services
301 Van Nest Hall
Old Queens Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903